

Southwestern Oregon Community College



PROGRAM SELF STUDY

for the

AMERICAN CULINARY FEDERATION ACCREDITING COMMISSION

May 21-23, 2007

COVER SHEET

**ACF ACCREDITING COMMISSION
180 Center Place Way
ST. AUGUSTINE, FL 32095
(904) 824-4468**

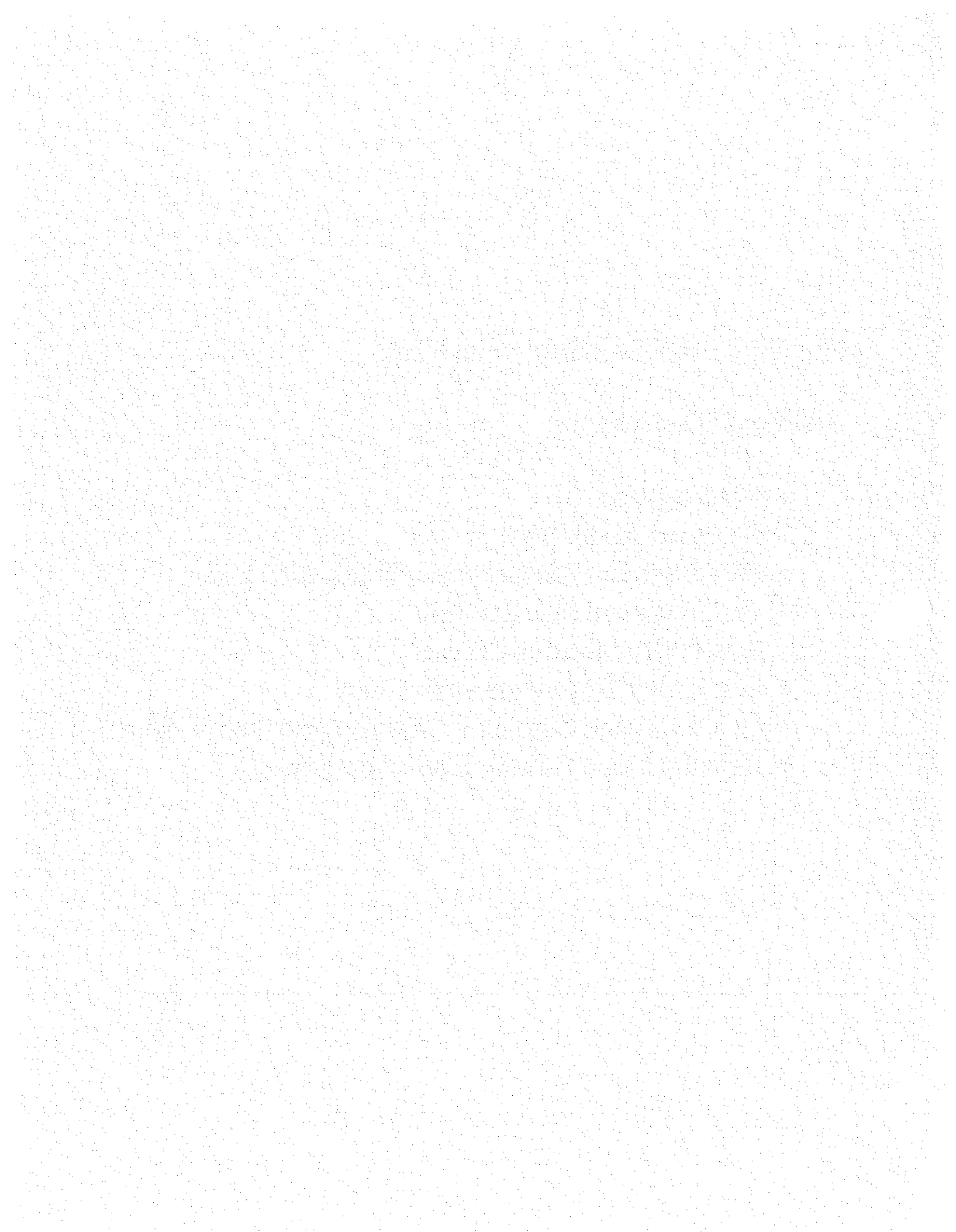
ACF Accrediting Commission



May 2007 ACF Self-Study Site Visit

Additional Documents:

- Visit Agenda
- Resource Room List
- OCCI Student Retention and Graduation Chart
- OCCI Student Success Rate
- SOCC Organizational Chart
- SOCC / OCCI Organization Chart
- OCCI College Continual Improvement Plan – Final
- DHS Licensed Facility Inspection Report



Southwestern Oregon Community College
Oregon Coast Culinary Institute

ACF Accreditation Visit
May 20th to May 22nd

Agenda

Sunday, May 20, 2007

9:00 PM Candace Childers arrives at airport

Monday, May 21, 2007

4:00 PM Doug Fisher arrives at airport
Patty Curfman arrives -- drives own car

4:30 to 4:45 Visit with President in Tioga

5:30 to 6:00 Reception / Dinner Meeting

6:00 to 8:00 Three Tables: ACF rotate each course
1. Advisory Committee
2. Graduates
3. Current Students

Tuesday, May 22, 2007

8:00 to 9:30 Introductory Meeting
Continental Breakfast

9:30 to 12:00 Class visits, interviews with students,
chefs, others

12:00 to 1:30 Lunch
Tour of Campus

2:00 to 5:00 Class visits, interviews, resource room

5:00 ACF Team works at Red Lion Hotel
Dinner on their own

Wednesday, May 23, 2007

8:00 to 9:00 Oral Summary Report
Continental breakfast

9:30 Transport to airport

American Culinary Federation:

Candace Childers, Accreditation Manager ACF
Doug Fisher, CEC, CCE
Patty Curfman, CEC, AAC

Southwestern Oregon Community College:

Judith Hansen, President
Stephen Schoonmaker, Vice President of Instruction & Student Services
Joanna Blount, Assistant to the Vice President
Linda Kridelbaugh, Instructional Director of Professional & Technical Division
Tom Nicholls, Director of Enrollment Management
Shawn Hanlin, Executive Director of Oregon Coast Culinary Institute
Nilda Dovale, Chef Instructor Culinary Arts
Tom Roberts, Chef Instructor Culinary Arts
Kevin Shaw, Director & Chef Instructor Baking & Pastry Arts
Makayla Pedey, OCCI Student Services Representative
Jamie Peck, Recruiting Specialist

Advisory Committee:

Joe Benetti, Benetti's Italian Restaurant
Michael Castado, Shutter Creek Corrections Institute
Dan Catanio, The Mill Casino
Rich Iverson, Lord Bennett's Restaurant
Don McCradic, Bandon Dunes Golf Resort
Jon Richards, Small Business Development Center of SOCC
Oscar Semeno, Red Lion Inn
Tara Shaw, Premier Services

Graduates:

Robert Brown
Michael Castado
Lori Claiborne
Matthew Herker
Anthony Holcomb
Oscar Semeno
Elisa Watson
Katie Young

Current Students:

Patrick Glenn
David Hutchinson
Grace Brown
Jacob Johnson
Mallori Cay
Brett Schafersman
Eric Brophy
Elisa Hanson-Watson
Jason Garrison
Jared Bourassa

Oregon Coast Culinary Institute

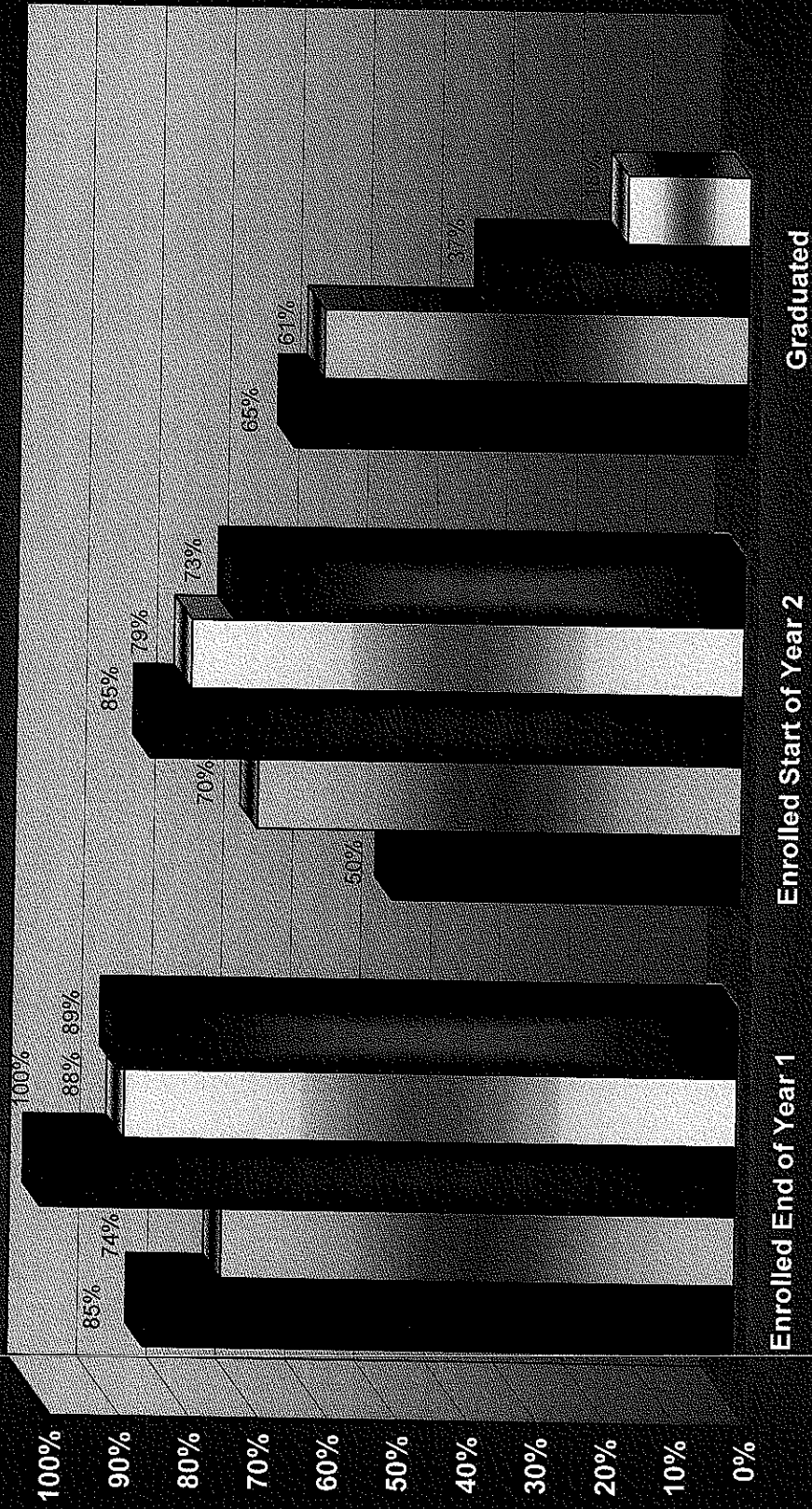
Class Schedule May 22, 2007

Instructors: Chef Nilda DoVale and Chef Tom Roberts

- 8:00-9:30Lecture: Inventory and/or nutrition
- 9:30-10:30Demonstration: Cleaning tenderloin, making duxelle,
working with puff pastry, tourne, and assembling beef
Wellington.
- 10:30- 12:00Lab: Prepare beef Wellington, make espagnole and
béarnaise, tourney potatoes, peel, blanch and shock
asparagus, and make duxelle.
-
- 12:00-12:15Plating, presentation and critique
- 12:15-12:45Lunch
- 12:45-1:30Clean and debrief

Cou

Culinary Retention Year to Year and Graduation Rates



2001 2002 2003 2004 2005 2006

Additional Resources Available In Reading Room
ACF ACCREDITATION VISIT
May 22, 2007 – May 23, 2007

College Budget Documents:

2002-2003
2003-2004
2004-2005
2005-2006
2006-2007

College Catalogs:

2002-2003
2003-2004
2004-2005
2005-2006
2006-2007

Courses Binder:

Class Schedules
College official outline
Exam copies for each course
Syllabi for each course/Lesson Plans

Faculty Evaluations: (secure folder):

Administrative of Instructors
Student Evaluations of Faculty

Faculty Portfolios:

Nilda Dovale Faculty Portfolio
Tom Roberts Faculty Portfolio

Institutional Surveys Binder:

Graduate Survey
Employer Phone Survey

Marketing material:

Print
Web page
College CD

Meeting Minutes Binder:

Advisory Committee Minutes
Faculty Meeting Minutes

Self-Study Notebook

Student Work Binder:

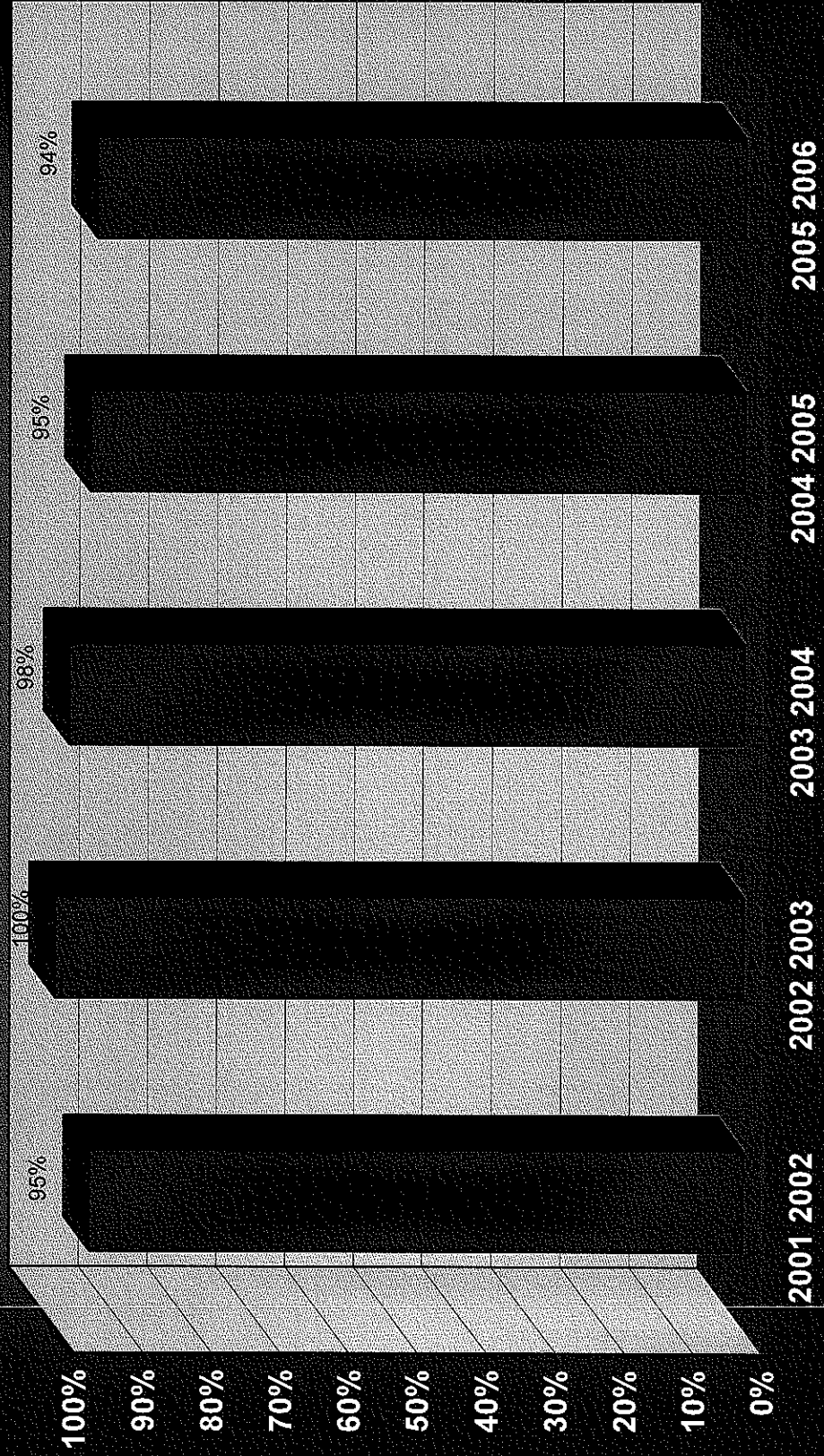
Externship folders
Portfolios – Student

Student Files Binder:

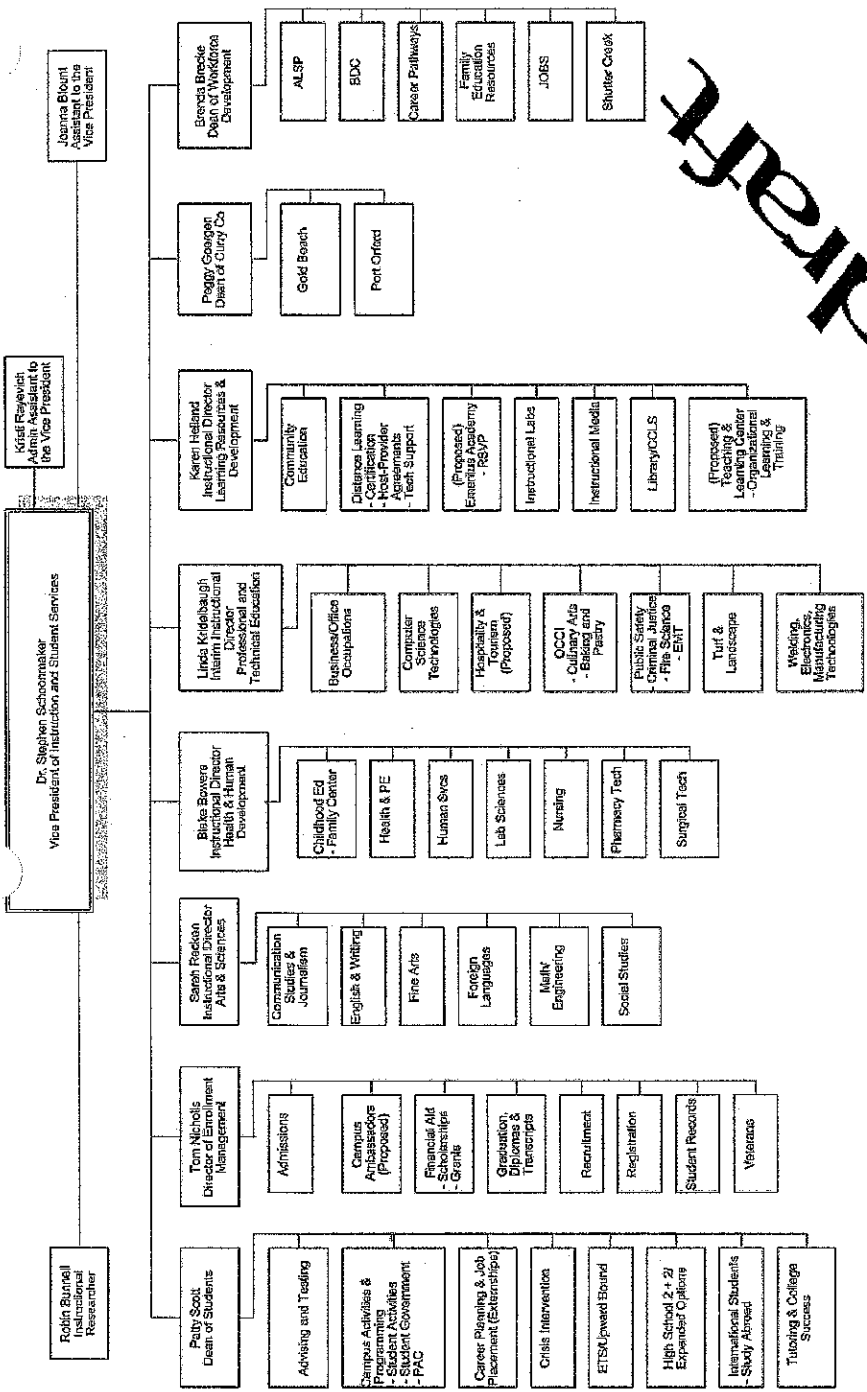
Current students
Graduates
Withdrawn students

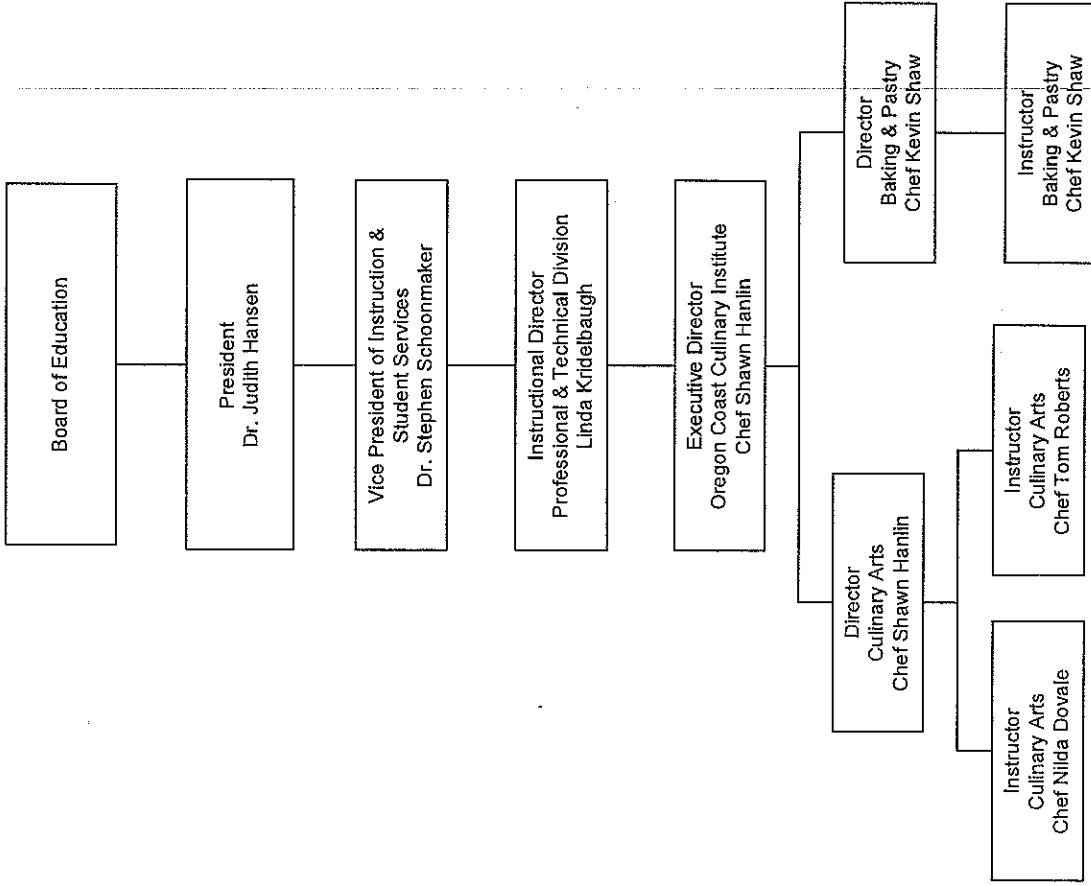
Textbooks for all courses

**Culinary Student Success Rate
Grades of A, B or C
All Courses By Year**



Draft







Assessment Summary

Scheduled Assessment Year: **2006-2007**
Administrative Area: Professional and Technical Division
Instructional Area:

Program / Unit: Oregon Coast Culinary Institute

Section I: Progress toward / achievement of prior goals and strategies

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures	Status and Impact	Person Responsible
2. Students 6. Collaborative Relationships	Build enrollments	continual	internal data collection	enrollments have grown	All, Tom Nicholls
1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources	Secure new facility	Fall 2003		complete	College
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	Design Baking and Pastry Arts Program	Fall 2003		complete	Chef Shaw
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	Refine Culinary Arts Program	Fall 2003		program reviewed and modified	Joanna Blount, Chefs, Blake Bowers
2. Students 4. Physical & Human Resources 6. Collaborative Relationships	Build and refine recruiting program	Fall 2003	student surveys, internal data collection	ongoing – have hired an OCCI recruiting specialist – identified recruiting opportunities	All, Tom Nicholls

Section II: SWOT Analysis – Identify Strengths, Weaknesses, Opportunities and Trends

STRENGTHS Generally internal to department	WEAKNESSES Generally internal to department	OPPORTUNITIES Generally external to department	TRENDS Generally external to department
New executive director	Need ACF accreditation for Culinary Arts	Southwestern environment for students	State of Oregon lack of funding for community colleges
Credentialed chef instructors	Need ACF accreditation for Baking and Pastry Arts	Housing available for students	Stiff competition for culinary students nationally
New state-of-the-art facility	Need more extern sites	TLC for instructional help for chef instructors	Cost of recruiting and difficulty reaching students
Good Culinary Arts program	Need more students	Many professional chefs interested in program and becoming partners or on advisory committee	Keeping up with current culinary trends
Good Baking and Pastry program	Need more graduates	Community interested in community education classes and program	Keeping up with technology and current equipment
Good marketing and recruiting program	Chef instructors need more instructional support	BDC workforce training grants and workshops	Cost of food increasing
Support of college administration and staff	Programs in transition	Internal externships sponsored through OCCI	
Good reputation of graduates by extern sites	Need active advisory committee		
Innovative, energetic, dedicated faculty and staff	Need regional and national recognition and reputation		
Part of larger college			

Section III: Identify goals, strategies, measures, resources and impact as a result of the SWOT analysis

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures (list more than one measure for each goal & location of supporting documentation)	Resources and Impact	Person Responsible
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	GOAL 1: MARKETING AND RECRUITING Strategies: 1.1. COLLEGE FAIR ATTENDANCE BY OCCI CHEFS AND STAFF 1.2. OCCI/HIGH SCHOOL MENTOR/ARTICULATION RELATIONSHIPS	every Fall quarter and as scheduled	<ul style="list-style-type: none"> ▪ Prospective student matriculation rates ▪ College Fair interest – track contacts 	To recruit students into the OCCI program, and to make contact with high schools and high school instructors that have culinary programs.	Chef Hanlin, Tom Nicholls, Chef Instructors
	1.3. THE OREGON COAST INVITATIONAL	Fall 2006 and as scheduled throughout year	The evaluation for this program will be done by keeping track of the number of students that are recruited into the OCCI program on an annual basis from high schools with which OCCI has a Mentor/Articulation agreement.	Increased enrollment due to enhanced relationships	Chef Hanlin, Tom Nicholls, Chef Instructors
	1.4. UPDATE OF OCCI WEB SITE AND WEB PAGES 1.5. A SUMMER INSTITUTE FOR HIGH SCHOOL CULINARY INSTRUCTORS AND STUDENTS 1.6. USING CULINARY DIRECTORIES ON THE WEB FOR LEAD ACQUISITION.	Spring 2007	Number of teams participating, increased participation Level of satisfaction with event	Purpose is to have OCCI better known within high school culinary programs and to recruit high school students into OCCI programs.	Chef Roberts
		Fall 2006	Track use of website Track types of website inquiries	Increased marketing and exposure	WebMaster with Chef Hanlin
		Summer 2007	Number of participants Satisfaction of participants	Increased interaction with graduation seniors and exposure of program	Chef Nilda Dovale
		Fall 2006 continuous	1.) Matriculation rate increases 2.) Student inquiries increase	Viability of program	Chef Hanlin and Tom Nicholls

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures (list more than one measure for each goal & location of supporting documentation)	Resources and Impact	Person Responsible
	1.7. ADVERTISING THROUGH COMCAST IN ONE OR MORE METRO AREAS ON WEST COAST	Fall 2006 continuous	Cost per lead and conversion rate of leads. Marketing plan completed Increased enrollment	Viability of program	Chef Hanlin and Tom Nicholls
2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	GOAL 2: INSTRUCTIONAL: Strategies: 2.1. LENS TRAINING FOR OCCI FACULTY	2006-2007 Academic Year	Faculty will submit to the OCCI Director a quarterly report on what LENS module they have covered in that term.	Staff and professional support a quality program. Additional funding required to support training beyond LENS	All instructor chefs
	2.2. EXTERNSHIP POSITIONS WITHIN OCCI PROGRAMS	Winter quarter 2007	Increase enrollment in externship Increased student access and satisfaction	This program will help our students obtain for excellent externship positions and increase retention. Quality program.	Chef Hanlin as Culinary Director, Chef Shaw as Baking and Pastry Director
	2.3. EXTERNSHIP POSITIONS OUTSIDE OF OCCI PROGRAMS	Fall 2007 continuous	Externship retention rates	Increased completion rate	All
	2.4. INSURING THAT RESPONSIBLE STUDENTS COMPLETE ACADEMIC PORTION OF OCCI PROGRAM	Fall 2006 continuous	Early alert statistics Develop appropriate IEP for students requiring remediation	Increase academic success of students	All OCCI staff
	2.5. IMPROVING EFFICIENCY AND PROGRAM CONTENT OF BOTH OCCI PROGRAMS	Winter 2007	Student satisfaction of program increases Staff satisfaction of OCCI increases	The OCCI program must be a quality program otherwise the marketing, recruitment, and retention issues will be moot.	All plus Instructional Director

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures (list more than one measure for each goal & location of supporting documentation)	Resources and Impact	Person Responsible
1. Leadership 2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	GOAL 3: MANAGEMENT & ADMINISTRATION: Strategies: 3.1. EFFECTIVE MANAGEMENT STRATEGIES FOR THE OREGON COAST CULINARY INSTITUTE. 3.2. ACF ACCREDITATION VISIT IN SPRING OF 2007 AND PREPARATION OF OCCI SELF-STUDY	Continuous Spring 2007	Faculty evaluation goals and performance Achieve and maintain ACT accreditation	Ineffective leadership and management will lead to a poor program, poor decisions, and poor morale. The OCCI programs will not reach their full potential. It is critical that OCCI receive the accreditation from the American Culinary Federation for program marketing, recruitment, and program integrity	Chef Hanlin All, Joanna Blount, Linda Kridelbaugh
	3.3. REINVIGORATING THE ADVISORY COMMITTEE FOR OCCI	Fall 2006	Committee operational Committee minutes	The OCCI programs need a functioning, effective, advisory body if OCCI programs will be productive and successful.	Chef Hanlin
2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	GOAL 4: PROFESSIONAL: Strategies: 4.1. CREATION OF AMERICAN CULINARY FEDERATION CHAPTER ON THE SOUTH COAST.	Winter 2007	Create chapter Increase membership from a baseline of zero	To promote the culinary professions, create better public relations between OCCI and the community and culinary professionals on the South Coast. Will also provide a vehicle for our students to begin their professional careers by joining the ACF as junior members.	Chef Shaw

Southwestern's strategic plan for 2006-2009 focuses on the following goals, effectiveness indicators and measures:

GOALS	EFFECTIVENESS INDICATORS	MEASURES (being developed)
<ol style="list-style-type: none"> 1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships 	A. Enrollment	A.1 Increase enrollments by 3% A.2 Increase part-time enrollments by 5% A.3 Increase in-district enrollments by 5%
	B. Student & Community Satisfaction	B.1 Increase student services satisfaction B.2 Increase community satisfaction B.3 Increase student learning ???
	C. Retention	C.1 Increase retention of first-time full-time freshman by 3% C.2 Increase retention of ALSP transition students by 3% C.3 Increase retention of remedial students by 3%
	D. Completion	D.1 Increase completion rate by 3% D.2 Increase total awards by 3% D.3 Increase athletic completion by 5%
	E. Employee Satisfaction	E.1 Increase employee morale E.2 Increase employee efficiency E.3 Increase
	F. Revenue	F.1 Increase tuition revenue by F.2 Increase enterprise by F.3 Secure increased grant funds by 3%

Section IV: Qualitative and Quantitative Assessment – List the performance and improvement methods identified to support Section III

Performance and Improvement Methods	Goal	Strategy	Person Responsible & Location of Supporting Documentation
Internal data collection	1	1-7	Chef Hanlin, Jamie Peck, Tom Nichols OCCI Admin Offices, Enrollment Management Office
Self-report measures assessing perceptions, student evaluations, administrative evaluations	2	1	Chef Hanlin, All teaching chefs OCCI Admin Offices, HR
Self-report measures assessing perceptions	2	2	Chef Hanlin, Chef Shaw, Chef Roberts OCCI Admin Offices
Student and employer surveys	2	3	Chef Hanlin; OCCI Admin. Offices
Locally developed tests or standardized Tests, Student, employer and alumni surveys, Satisfaction surveys, Graduation Surveys	2	4-5	Chef Hanlin OCCI Admin Offices
Self-report measures assessing perceptions	3	1	Chef Hanlin, Linda Kridelbaugh OCCI Admin Offices
Internal data collection	3	2-3	Chef Hanlin, Linda Kridelbaugh OCCI Admin Offices
Internal data collection	4	1	Chef Hanlin OCCI Admin Offices

Performance and Improvement Methods

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
<ul style="list-style-type: none"> Locally developed tests or standardized Tests Faculty-created rubrics Essays Blind-scored projects Professional exams 	<ul style="list-style-type: none"> Exit interviews of students Student, employer and alumni surveys Graduation and transfer rates Job placement data Satisfaction surveys 	<ul style="list-style-type: none"> Student self-evaluations Point-of-service surveys Focus Groups Graduation Surveys ACT

<ul style="list-style-type: none"> • Capstone experience or course 	<ul style="list-style-type: none"> • Observing and recording students' behaviors 	<ul style="list-style-type: none"> • CCSSE
<ul style="list-style-type: none"> • Juried review of projects, exhibitions and performances 	<ul style="list-style-type: none"> • Self-report measures assessing students' perceptions of what they've learned 	<ul style="list-style-type: none"> • Observations (number of participants, number of inquiries, reaction of participants, etc.)
<ul style="list-style-type: none"> • Portfolio assessment 	<ul style="list-style-type: none"> • CCSSE 	<ul style="list-style-type: none"> • Satisfaction surveys
<ul style="list-style-type: none"> • Certification & placement exams 	<ul style="list-style-type: none"> • Research projects 	<ul style="list-style-type: none"> • Internal surveys and interviews

This list is to provide a sample of methods and instruments available to faculty and staff and is meant to stimulate ideas for other methods

Recommendations/comments on assessment instruments and process

▪

LICENSED FACILITY INSPECTION REPORT

Establishment OREGON Culinary Coast Institute Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County _____ Licensee _____ Seats/Units/Rooms _____

Score (if applicable): NA Complied Failed to Comply

Consult

Inspection Type:

- Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Facility Type:

- Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
 Traveler's Accommodation (OAR 333-029) Organizational Camp (OAR 333-030)
 RV Park (OAR 333-031) Bed and Breakfast (OAR 333-170)

This is a notification of violations found during a sanitation evaluation of your facility. Such violations may result in denial, suspension or revocation of your license. Closure of the facility may result from uncorrected violations. You may obtain a hearing for any denial, suspension, revocation or closure by contacting the licensing agency. Such hearings are in accordance with ORS Chapter 183.

OAR#	Specific Problem	Correction & Time Limit
	THIS inspection is Billed for by The	Hour ^{Time IN} 9:00 ^{Time OUT} 11:30
	Numbers in left Column Reflect	OREGON'S food Sanitation Rule
	* Code Numbers preceded by * are	considered "Critical" Violations
	in a Restaurant & would warrant	corrections to immediately take place.
* 3-JOI.17-18	Food that is ^{Both} Potentially Hazardous (PHF) & is ALSO Ready to EAT Must Be Date Marked for use within 7-Days ^{in Cold Holding} From the Time IT is opened from a Sealed pack OR From the Time IT has Been prepared & MADE Ready to EAT, according to which ever is "OLDEST" (Freezing Suspends Day Count) EXAMPLES: QT of YOGURT & Gal Milk (in Espanol) Sliced Cantaloupe & Bulk Ham (in Walk-in) Ricotta cheese walk-in	
	THIS Rule DOES NOT Apply To Hard Cheeses	

Operator [Signature] Sanitarian Rick Phone _____

Please call your local county environmental health office if you have questions about your license, fees, facility inspections or how to obtain a Food Handling Certificate.

If you need this form in an alternate format call: (971) 673-0451.

LICENSED FACILITY INSPECTION REPORT

Establishment OCCI Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County Coos Licensee _____ Seats/Units/Rooms _____

Score (if applicable): _____ Complied Failed to Comply

Consult

Inspection Type:
 Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Facility Type:
 Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
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 RV Park (OAR 333-031) Bed and Breakfast (OAR 333-170)

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OAR#	Specific Problem	Correction & Time Limit
* 7-201.11	Chemical product & cleaning compounds are to be segregated from food & food related articles. These potential toxins should NEVER be stored over or against food related areas & are best stored in dedicated area.	
	Spray bottle of glass cleaner is on the same shelf with milk crates holding disposable food storage containers.	Rest wall Espanol
	Note ✓ Spray bottles of sanitizer is hanging from a these may dry rack in store room. ITS not directly not be over a food but its not stored logically.	
	Violations @ ✓ Numerous food related articles are scattered on the moment... shelves of mop/chemical closet in Espanol such as chives, saran wrap & several dishes.	
	There is likely a better way to segregate...	
2	CONSIDER the utility of providing hooks to hang mops on over the mop sink(s) IT may help to air dry mops & better allow routine cleaning/flushing of the mop sink.	

Operator [Signature] Sanitarian [Signature] Phone _____

Please call your local county environmental health office if you have questions about your license, fees, facility inspections or how to obtain a Food Handling Certificate.

If you need this form in an alternate format call: (971) 673-0451.

LICENSED FACILITY INSPECTION REPORT

Establishment OCCI Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County COOS Licensee _____ Seats/Units/Rooms _____

Score (if applicable): _____ Complied Failed to Comply

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Consult

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 RV Park (OAR 333-031) Bed and Breakfast (OAR 333-170)

This is a notification of violations found during a sanitation evaluation of your facility. Such violations may result in denial, suspension or revocation of your license. Closure of the facility may result from uncorrected violations. You may obtain a hearing for any denial, suspension, revocation or closure by contacting the licensing agency. Such hearings are in accordance with ORS Chapter 183.

OAR#	Specific Problem	Correction & Time Limit
4-601.11	AREAS THAT ARE NOT CLEAN: Floor below Dry Rack from Dripping Honey, Wall under Spray Hose in Dish room Hollandaise Mop Sink & Corner of Dry Storage in Espanol, Table Mounted Can opener in Hollandaise is of particular interest as it appears residue may be older than last use. Deep clean plus change Blade & then Employ Wash-Rinse-Sanitize on 4 Hour per use Basis & at least Daily	
	Monitoring & Documenting Refrigeration & freezer Temps is a good Exercise for All Cold Holding Units. Consider including on your Documentation form "What to Do" when a certain Temp Threshold is Reached - ?	
	<i>Thanks</i>	
	SEE ATTACHED PAGE titled "Food Establishment Inspection Report" The info, sections may best represent a more typical Regulatory	

Operator [Signature] Sanitarian [Signature] Phone INSPECTION

Please call your local county environmental health office if you have questions about your license, fees, facility inspections or how to obtain a Food Handling Certificate.

If you need this form in an alternate format call: (971) 673-0451.

May 2007 ACF Accreditation Site Visit

Documents from ACF:

- Debriefing Meeting Informal Summary
- Official Letter from ACF

SUMMARY PAGE

SUMMARY OF PROGRAM STRENGTHS:

- 1. Willingness of all program cohorts to improve the program and swiftness of improvement*
- 2. Facility*
- 3. Community location and awareness and support*
- 4. On campus housing for students*
- 5. All faculty have strong industry backgrounds and skills*
- 6. Administrative support of program*
- 7. Excitement of all involved with program and program potential*
- 8. Integration of Art class for B and P program*

LISTING OF AREAS IN NON-COMPLIANCE WITH STANDARDS (CONCERNS) CITE SPECIFIC STANDARDS REFERENCE:

(These non compliance issues must be responded to in writing and sent to the Accrediting Commission office by the due date cited in the covered letter attached to this report.)

- 4.1 The faculty of the program is academically and professionally qualified*
- 5.1.1 Units of instruction follow written outlines and syllabi which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria, and student evaluation methods*
- 5.5 There are well defined, verifiable, and consistent outcome measurement strategies utilized in the grading procedures in both lecture and lab courses*

**This part of the report will not be part of the Commission's review.
It is of benefit to the school to have outside professionals
evaluate and make recommendations
to the culinary arts program**

**(These items do not have to be addressed in the schools' rebuttal following the receipt
of the team report).**

A suggestion for each area of non-compliance is required of the visiting team

**Suggestions: 4.1 The faculty of the program is academically and professionally
qualified Have all culinary/baking and pastry faculty pursue the ACF CCE
certification**

**5.1.1 Units of instruction follow written outlines and syllabi which clearly state
measurable objectives, student activities, learning resources, time allotment,
grading criteria, and student evaluation methods**

**5.5 There are well defined, verifiable, and consistent outcome measurement
strategies utilized in the grading procedures in both lecture and lab courses**

**Re-evaluate written outlines and syllabi to contain:
measurable objective, outcomes, grading criteria to identify and document
outcome measurements**

More frequent written testing to verify knowledge

Department tracking of continuing education/in-service for faculty- Annual Report

**Culinary Arts materials in resource department along with other program
materials**

Culinary texts to be carried in bookstore as replacements

Chefs table/capstone class

**Use of advisory with projects ie: review of portfolios, sanitation inspections,
classroom observations, etc**

Explore possibility of Art/Food (edible food) show/exhibit

Sequencing of courses- three (3) instructors/three (3) classes being taught.



May 25, 2007

Linda Kridelbaugh, Director
Professional and Technical Division
1988 Newmark Avenue
Coos Bay, Oregon 97420

Dear Mrs. Kridelbaugh:

On May 20-23, 2007 the American Culinary Federation Foundation Accrediting Commission (ACFFAC) conducted a site visit at your institution to review the AAS Degree Culinary Arts program. Based on the review, the team site visit report indicates the following areas of non-compliance. These areas of non-compliance must be responded to in writing and sent to the ACFFAC office by July 1, 2007. Please provide documentation to support your responses and any corrective actions that will be taken. Please refer to the ACFFAC Standards when responding to each cited area.

4.1 The faculty of the program is academically and professionally qualified

5.1.1 Units of instruction follow written outlines and syllabi which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria, and student evaluation methods

5.5 There are well defined, verifiable, and consistent outcome measurement strategies utilized in the grading procedures in both lecture and lab courses

The team report also indicates suggestions for the program. These suggestions do not have to be addressed in the response to the team report.

4.1 The faculty of the program is academically and professionally qualified

Have all culinary/baking and pastry faculty pursue the ACF CCE certification

5.1.1 Units of instruction follow written outlines and syllabi which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria, and student evaluation methods

5.5 There are well defined, verifiable, and consistent outcome measurement strategies utilized in the grading procedures in both lecture and lab courses

***Re-evaluate written outlines and syllabi to contain:
measurable objective, outcomes, grading criteria to identify and document outcome measurements***

More frequent written testing to verify knowledge

Department tracking of continuing education/in-service for faculty- Annual Report

Culinary Arts materials in resource department along with other program materials

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Use of advisory with projects ie: review of portfolios, sanitation inspections, classroom observations, etc

Explore possibility of Art/Food (edible food) show/exhibit

Sequencing of courses- three (3) instructors/three (3) classes being taught at same time.

The program self-study, team site visit report, and response to the team report and documentation will be reviewed at the next scheduled Commission meeting in July 2007. At that time, the status of your programmatic accreditation will be determined.

The visiting team is appreciative of your staff, administration, and faculties' assistance during the visit. I have included an evaluation form, so that you can review the team of evaluators and make any suggestions to improve our process. As you complete your response to the team visit report, feel free to contact the accreditation department, at (904) 824-4468, with any questions you have.

Sincerely,

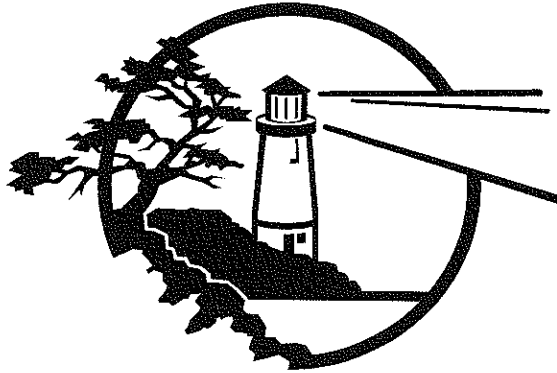


Candice Childers
ACFF Accreditation Manager

Attachment: Institutional Evaluation Form

Cc: file
Shawn Hanlin, Program Coordinator

Southwestern Oregon Community College



**OREGON COAST CULINARY INSTITUTE
ACCREDITATION REPORT RESPONSE**

**AMERICAN CULINARY FEDERATION
ACCREDITING COMMISSION**

June 13, 2007

COVER SHEET

**ACF ACCREDITING COMMISSION
180 Center Place Way
ST. AUGUSTINE, FL 32095
(904) 824-4468**

ACF Accrediting Commission



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ACF Accreditation Response Report

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Standard 4.1 Exhibits:

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Standard 5.1.1 Exhibits:

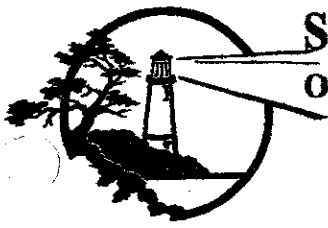
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SOUTHWESTERN
Oregon Community College
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March 23, 2007

Ms. Candice Childers
Accreditation Manager
ACF Foundation Accrediting Commission
180 Center Place Way
St. Augustine, FL 32095

Dear Ms. Childers:

Southwestern Oregon Community College proudly submits the enclosed duplicate American Culinary Federation (ACF) self-study for the Oregon Coast Culinary Institute (OCCI) in preparation for the ACF accreditation visit on May 21-23. Please also find enclosed the current Southwestern Catalog.

Southwestern and the Oregon Coast Culinary Institute faculty, staff and students look forward to the Commission review of Southwestern quality culinary educational programming. The level of program and curricular self-reflection and in-depth study required for the enclosed report caused deliberation and careful thought necessary to enhance our Institute.

We look forward to your visit in May and eagerly anticipate your review.

Sincerely,

Judith M.L. Hansen, Ph.D.
President



Southwestern Oregon Community College

PROGRAM SELF STUDY

for the

AMERICAN CULINARY FEDERATION
ACCREDITING COMMISSION

May 21-23, 2007

COVER SHEET

ACF ACCREDITING COMMISSION
180 Center Place Way
ST. AUGUSTINE, FL 32095
(904) 824-4468

ACF Accrediting Commission

SELF STUDY

NAME OF INSTITUTION: Southwestern Oregon Community College

ADDRESS: 1988 Newmark Ave Coos Bay OR 97420

PROGRAM(S) NAME Culinary Arts Management Training -- Associate of Applied Science

PROGRAM COORDINATOR: Shawn Hanlin

DATE OF FIRST PROGRAM OFFERING: September 2000

CURRENT NUMBER OF STUDENTS: FULL-TIME 50 PART-TIME 0

INSTITUTION'S DEFINITION OF FULL-TIME: Students taking 12 or more credits per term.

INSTITUTION'S DEFINITION OF PART-TIME: Students taking less than 12 credits per term.

NUMBER OF FULL-TIME FACULTY 3

NUMBER OF PART-TIME FACULTY 0

LENGTH OF PROGRAM(S): 15 months

CLASSROOM AND LAB CONTACT HOURS: 1452

REQUIRED HOURS OF ON-THE-JOB TRAINING (Externship, Co-op, Apprenticeship, etc.): 396

TOTAL CONTACT HOURS REQUIRED OF PROGRAM: **1848**

TOTAL GRADUATES FOR THE PAST TWO YEARS: 17

DATE: May 21-23, 2007

SUBMITTED BY: Dr. Joanna F. Blount

TITLE: Assistant to the Vice President of Instruction and Student Services

1.0 PROGRAM ELIGIBILITY

1. **If this is an initial self study for American Culinary Federation accreditation, include a copy of the Initial Application as part of the self study.**

This is an initial application for the Associate of Applied Science degree in Culinary Arts Management Training at Southwestern Oregon Community College. The application is on the preceding pages.

2. **Describe the institution, including accreditation and licensure status. If a recognized agency has denied accreditation or pre-accreditation status to the institution or placed 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).**

Southwestern Oregon Community College (Southwestern) is located within two miles of the Pacific Ocean in an area of scenic beauty and mild climate. The 153-acre institution lies completely within the city of Coos Bay and is bordered on the north and east by the city of North Bend. The college was formed in a tax district election in May 1961. It included Coos and western Douglas counties. On July 1, 1995, Curry County joined the college district. The district now encompasses 3,648 square miles with a population of more than 92,000. The college is the only public, post-secondary institution in the region. Enrollment has grown from 266 students in 1961 to nearly 14,500 students annually.

Classes are offered on the Coos Bay campus, on the Curry campus, and in towns throughout the college district. As a partner in the South Coast's economic development, Southwestern offers students and industrial partners education that meets their needs. Whether students enroll for a short course, a two-year transfer, or a two-year Associate degree, they are preparing for a rewarding future.

The college is accredited by the Northwest Commission of Colleges and Universities (NWCCU). Accreditation was reaffirmed in April 2002. Program curricula are approved by the Oregon Department of Education and the Department of Community Colleges and Workforce Development and are subject to periodic evaluation.

The college curricula is approved by the Oregon Department of Education for the training of veterans under the provisions of the G.I. Bill, Bill of Rights, and by the Immigration and Naturalization Service for non-quota immigration students in accordance with provisions of Section 101 (a) (15) of the Immigration and Naturalization Act, as amended.

1.0 PROGRAM ELIGIBILITY EXHIBITS

- 1.1 Copies of documentation of legal licensure, institutional accreditation and/or certificate of approval by the Department of Education or comparable government agency
- 1.2 List of 10 recent graduates and their places of employment. Include name, address, and phone numbers for graduates and employers

2.0 MISSION AND GOALS

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

The mission of the Culinary Arts Management Training Program is to provide a quality education ensuring that students possess the skills necessary to become leaders in the fields of food service and hospitality industry. The program builds upon a strong foundation of skills that aid the graduates in overall work readiness.

The basis for the curricula at the Oregon Coast Culinary Institute is a hands-on approach to cuisine and cooking. Students are trained in culinary arts, sanitation and safety skills, customer service, and management skills as they relate to hospitality and food services. The program provides general education in communication and writing skills, math skills, and concepts of computing and lifelong wellness. Through this comprehensive curriculum, students are prepared and eligible for employment in culinary arts.

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

The mission and goals of the program correspond well with the mission and goals of the college. Both focus on providing students with a comprehensive education that fosters lifelong learning and educational opportunities. Both support and promote the program's partnership and collaboration with members of business and industry. Additionally, both support the integration of students into industry positions to gain experience in a real-world setting. As the program's mission and goals are re-evaluated, special attention is made to ensure the connection to the college's mission and goals.

Southwestern maintains a comprehensive curriculum in this program. While the program is intended for employment in the field, the curriculum also supports transfer to the four-year colleges and universities within Oregon and those outside the state with which the program has been articulated.

Oregon Coast Culinary Institute (OCCI) also maintains a professional program to meet the needs of local business and industry. OCCI offers credit and non-credit opportunities appropriate to the needs of the bay area community. To do so has required college commitment of resources to ensure that labs and kitchen facilities are adequate to provide a quality learning experience for students and to meet the goals of the department.

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

Each professional technical program at Southwestern maintains an advisory committee that is charged with helping maintain market viability, improving curriculum and instruction, as well as reviewing established standards.

The OCCI advisory committee is comprised of a cross section of industry professionals, including caterers, chefs, food and beverage directors, hotel and restaurant chefs, students and instructors. The committee meets at least biannually during the academic

year. Committee members are kept informed of issues related to the program, offer guidance in placing students in externship opportunities, assist in the annual review of curriculum, and serve as ambassadors in the community. At the same time they provide valuable input on the needs of the local industry and provide ideas and support for incorporating them into the program.

Program objectives are reviewed annually by the executive and instructional directors. They are also discussed during instructor meetings, at the OCCI advisory committee meetings, and through feedback from students' employers as part of the externship program.

Other recommendations that impact the curriculum can be initiated by the executive director of OCCI, the instructional director, instructors or the vice president. Any changes to the curriculum must be approved by Instructional Council, a cross-representational committee that reviews curriculum changes for the college.

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

The Culinary Arts Management Training Program has a set of exit competencies that must be demonstrated by each student prior to graduation. These competencies are made clear to the students in different ways:

- Specific goals and objectives are printed in each individual course syllabus for students to review.
- The goals and objectives of the program are presented and discussed in the classes as they relate to the content of the courses.
- Chefs address these goals in the laboratory/kitchen environment to help students understand the connection between program goals and learning outcomes and exit competencies.
- They are available in the Culinary Arts Student Handbook.

2.0 PROGRAM MISSION AND GOALS EXHIBITS

2.1 Sample of the review methods used in keeping the goals and objectives current with industry requirements

2.2 Exit Competencies

3.0 ORGANIZATION AND ADMINISTRATION

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

The Associate of Applied Science in Culinary Arts Management Training program offers chef training (basic and advanced) as well as restaurant management skills. After studying the fundamentals of classical and contemporary cuisine and restaurant procedures, students will develop advanced skills in garde manger and a la carte cooking. Students will have the opportunity to choose between a local or distance externship during the final term of the program. The graduate will have the necessary training to work in a variety of culinary establishments as sous chef, garde manger, kitchen supervisor and restaurant manager. This degree is also articulated with the University of Las Vegas and discussion has begun with the hospitality program at Southern Oregon University.

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

OCCI offers an Associate of Applied Science degree in Baking and Pastry. The baking and pastry program is in its first year of instruction. The college cafeteria is outsourced to Premier Foods and has no connection to these academic programs.

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.

The executive director of OCCI provides daily leadership, management, evaluation and advocacy for the department, which includes culinary arts, baking and pastry, and community education courses. The position is responsible for recruitment, curriculum, program assessment, fiscal management, program improvement and compliance with standards and procedures, compliance with Northwest Commission of Colleges and Universities (NWCCU), instructors and staff scheduling, financial controls and day-to-day operations of the program. This position has teaching responsibilities for community education and catering and serves as instructional support in case of illness or absence. The executive director provides leadership in assessing, planning and implementing changes to the program. The process of assessment and curriculum development is college-wide and is more fully described in section five.

The executive director holds an ACF certification of Certified Executive Chef (CEC) and is working toward his master chef certification. He has over 20 years of experience in the field. His training includes training from the Greenbrier Culinary Apprenticeship program and an AS degree in hotel, restaurant and culinary program from Santa Barbara College. He serves as the Western Regional Certification coordinator. He was a member of the U.S. Culinary Team in 2000 and the New York Culinary Team in 1992.

The instructional director serves as the chief administrator and coordinates the department's functions with other departments and the college at large and reports

directly to the Vice President of Instruction and Student Services. Job descriptions will be available in the reading room.

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**

Each professional technical program at Southwestern is required to maintain an advisory committee to aid the college in updating current market changes and opportune directions, improving curriculum, instruction and to establish measurable competencies such as student learning outcomes. The executive director is responsible for facilitating the advisory committee meetings, which are scheduled biannually.

The advisory committee for this program is made up of highly motivated and talented community members, who participate in the activities of the committee. Many are from the culinary and hospitality industry that include: owners and chefs of local restaurants, food and beverage manager of resorts, and Southwestern staff, instructors, students and graduates.

The functions and responsibilities of the committee include:

Ensure the program addresses employment and educational needs of externship, business, industry, labor and or professions.

Assist the program planning, design and evaluation of

- Mission and goals
- Course content/curriculum
- Equipment
- Staffing
- Externship opportunities
- Placement
- Funding
- Instructional facilities

Serve as communication link and advocate for the program with

- The community
- Business, industry, and labor
- Professional groups
- Educational institutions

Assist with

- Student recruitment
- Student externship opportunities
- Student job placement
- Student follow-up

The OCCI Advisory Committee has been instrumental in decisions regarding the Culinary Arts Management Training Program. These have included:

- *Curriculum Changes:* One major discussion during the previous year was the level of math skills required to be effective as a chef. As a result the math course required for the program was changed to reflect the industry standard.
- *Externships:* A number of students in the program have been placed in externships with members of the advisory committee. Committee members use their contacts and resources to expand the externships available to students.
- *Program Review:* The advisory committee was instrumental in detailing efforts to enhance the program through recruitment and marketing, externship placements, high school relations, summer institute for high school culinary arts instructors and students. Details can be found in the meeting minutes.

5.0 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.**

Initial support for OCCI was provided by Southwestern Oregon Community College Foundation. A one-time donation of \$20,000 was provided by the Foundation. Funding for equipment was provided by tuition and fees charged to students. This program was designed as an enterprise account. Revenue is primarily generated by tuition and fees and catering events. Expenditures are limited to the amount of revenue generated. Such expenditures include personnel costs, materials, debt service, and any other costs associated with operating these cost centers.

Currently monies from catering provided by students as part of the learning process are added to the Escoffier and La Belle Patisserie funds, the student organizations which pay for special events, competitions and attendance at food shows. Monies raised from community education courses return to the culinary arts account to help sustain the community education program and to deliver quality instruction.

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?

One of the strengths is that this program is part of a targeted recruiting campaign. This allows the executive director to focus on other issues, though the position is still responsible for working closely on recruiting students into both the culinary arts and the baking and pastry programs.

Another strength of OCCI is the advisory committee. The membership is dedicated to promoting and advocating for the program, maintaining industry standards and producing a graduate well prepared for real-world experience. Members include a

variety of representatives from the hospitality industry and also include current students and recent graduates of the program.

Recently the college created and implemented the position of institutional researcher to provide data to the various departments on which to base future decisions. The intent is regular, ongoing and continual improvement for the curriculum and programs. This will allow the program to have data as needed for revision of curriculum and to meet the changing needs of the industry, assess employers and graduates to determine possible programmatic changes.

Course outlines, evaluation strategies, schedules and descriptions are systematically reviewed each year and participate in the same college approval process. The mission and goals have not been systematically revised during this process. This is an area that can be enhanced through input by the advisory committee.

Issues that need to be addressed include more externship sites, increased enrollment to maximize usage of the facility, low graduation rate, instructional support for faculty and

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?

An examination of department goals has been added to the systematic review of other components of the program including:

- Course content
- Equipment
- Staffing
- Externship opportunities
- Placement
- Budgeting/funding
- Instructional facilities

The college will review alternative funding sources, including the Perkins Grant, the college foundation and community support.

3.0 ORGANIZATION AND ADMINISTRATION EXHIBITS

3.1 Organizational charts for the administrative structure of the institution and the program

3.2 Job descriptions for program related staff and instructor

3.3 Roster of Culinary Arts Advisory Committee members and their job titles and minutes for past year

3.4 Financial statement for the program for the last fiscal year - this can be the department budget, audited or unaudited

4.0 FACULTY AND STAFF

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

Instructors have formal and practical education in their respective fields of expertise. They are proficient in one or more of the related teaching areas, such as catering, management supervision, purchasing, meat fabrication, wines, garde manger, safety and sanitation, and culinary arts application.

INSTRUCTOR	ACF CERTIFICATION
Chef Nilda Garzelloni Dovale	Certified Chef de Cuisine (CCC)
Chef Shawn Hanlin	Certified Executive Chef (CEC)
Chef Tom Roberts	Certified Culinary Educator (CCE)
Chef Kevin Shaw	Certified Executive Pastry Chef (CEPC)

Additionally, the program has support staff in two full-time student services positions: one recruiter, one financial aid advisor and half-time facility maintenance staff. The financial aid position has been extremely beneficial to students entering the program, to the instructors and to the directors. This position tracks students' applications in a timely manner, serves as a contact for the financial aid office, and functions as an advisor to students.

- 2. Describe instructor 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.**

Full-time instructors in OCCI are visiting twelve-month positions and are contracted for a 35-hour work week, of which approximately 25 hours is classroom time. This workload is similar to that of counseling faculty and faculty teaching in Adult Learning Skills Program (ALSP). In addition, instructors are responsible for all other professional requirements of an instructor. These requirements include class preparation, grading, attendance at appropriate college and OCCI functions and professional development opportunities. Additional time is spent in office hours; one hour required daily.

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

The average instructor: student ratio in culinary arts classes is 1:14 in both lecture and lab courses. This is in keeping with the overall college ratio (1:13) in general and developmental education. Southwestern does not utilize teaching assistants.

- 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.**

Instructors and staff take advantage of the professional development resources offered throughout the college to acquire new teaching skills and to learn more about diversity issues, working with students with special needs, advising and personal growth and development.

Professional development funding is administered by a faculty senate subcommittee, Staff Development Committee. This committee oversees a budget that is dedicated to providing professional development to faculty on an individual basis. Instructors who wish to pursue additional training and education have the opportunity to submit application for staff development or faculty excellence awards. The staff development committee requires that a brief explanation as to the outcomes of the experience and how instructors will use the newly gained knowledge and skills in the classroom. Most awards are funded at fifty percent of the request. The committee meets regularly to review requests from faculty. These requests must have the approval of the faculty supervisor. Additional funds for professional development have been provided by Perkins grant, the Faculty Excellence Award, and the department cost center.

As part of the evaluation process, instructors provide a *Faculty Development Plan* to the instructional director. The plan takes into account the education, experience, the need/want for improvement and growth, the needs of OCCI as well as the needs of the college. The *Faculty Excellence Award* is awarded by the college foundation to support instructors with innovative ideas.

Instructors participate in in-service training on a regular basis. Each year, Southwestern provides instructors with five days of training in instructional-related topics in the fall term and one day during the winter term. Topics vary and are chosen by the faculty in-service planning committee. Different departments offer specialized training in computers, library use, teaching strategies and methodology, and other topics for instructional improvement. One such opportunity is offered by the Teaching and Learning Center, a recent addition to the college. The center is staffed by one full-time instructional designer and offers a variety of training opportunities to faculty. Topics include training in Tegrity, WebCT for hybrid courses, uses of technology in the classrooms, and using the Internet as an instructional tool.

Chef instructors participate in industry conventions in Portland, Hawaii, and other locations. In addition, instructors are members of the Southern Oregon chapter of ACF and Chef de Cuisine of Oregon, Portland chapter. Instructors have attended training in ServSafe, alcohol server, and other professional opportunities. The executive director plans to begin a local chapter of ACF, providing an opportunity to gain technical expertise and meet with others in the field.

New this year is the faculty mentoring program that pairs one returning, seasoned instructor with one new instructor. Two of the OCCI instructors worked with mentors during the 2005-2006 academic year. Mentors observe instructors in the classroom and in interaction with students and peers. Mentors have attended the instructors' meetings on a regular basis in order to be better informed. One instructor recently visited a culinary program at another college to determine how pedagogy and lab environments compared to OCCI. She reported that culinary arts instructors were very similar in the teaching strategies. She returned with some ideas and sample forms to streamline the externship process.

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

Instructors in culinary arts meet on a regular basis to discuss curriculum, program changes, challenges in the classroom, externship opportunities and issues of concerns to students. As part of the general faculty, culinary arts instructors participate in the general faculty, which meets once each term. They are assigned to an instructional area for purposes of evaluation and are encouraged to regularly attend division meetings, usually once or twice each term.

Southwestern held college and community-wide visioning groups to assess where the college is and plan for the next steps to ensure the direction of the college. Several meetings were held on campus with the intent of reaching as many stakeholders as possible. The president called a college-wide meeting for faculty and staff to review the information from previous meetings with the purpose of synthesizing the material into the college's mission and goals statement.

OCCI instructors participate in policy formation and strategic planning through quarterly division meetings and college-wide meetings. Full-time instructors attend the department meetings which are held regularly to discuss curriculum, facility and equipment management and acquisition, student issues and event coordination. Instructors may also serve on other campus committees including campus safety, budget, student affairs, and academic standards committees.

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

Instructors are kept informed through faculty meetings, general faculty meetings, minutes of instructional council, faculty senate and the vision group, in-service and ongoing training, email, telephone and each instructor has a mailbox in the Tioga Hall. The general announcement feature allows college personnel to announce items of interest on the administration of the college to all employees. Socctalk is a more informal listserv that allows information of general interest to be shared: upcoming events, performances, club sales and news, and personal items. Instructors and staff can opt out of receiving information on this listserv should they choose.

Part-time instructors in culinary arts are utilized only for community education and contracted education courses. Institutionally, the college provides part-time instructors with a socc.edu email address which can be checked from off campus through the

Internet. All of these avenues are utilized to keep instructors up to date on issues and activities across campus. The college utilizes two email listservs that provide information to all instructors and staff. OCCI has no teaching assistants.

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

OCCI has several supporting services that enhance the opportunities for promoting and growing the Culinary Arts Management Training Program. These services reach across all functional areas of the college.

The office of instruction supports the academic programs of the college through the scheduling of coursework, the faculty evaluation process, the collection and dissemination of data, and oversight and leadership.

The public relations office supports the program through marketing and publicity.

The copy center and mail room provide access to multiple copies of classroom materials, copyright information, and the mail rooms provides a mail drop for each instructor.

Media services provide access to media equipment as needed for classroom instruction and technical support for classroom technology. The office of integrated technology services provides technical support for office computers; email access; voice mail and telephone systems; and WebAdvisor, the student information system.

The Southwestern library provides expertise and assistance in ordering print, non-print media, and database material for OCCI. The Library and Resource Center houses over 1000 culinary texts, cookbooks, and other resource materials including video/DVD, food and food industry periodicals and other resource materials that covers such topics as knife skills, cooking, methods, sanitation, filet preparation, kitchen safety, professional dining room service, and cake decorating. All of these resources are available for instructor and student checkout; resources are also available for development and professional growth for instructors. These resources include texts as well as video resources that focus on instructional methodology. Library staff have created a pathfinder for students in locating some of the resources needed to be successful in the course.

The Office of Cooperative Work Experience (CWE) assists instructors in OCCI by providing an overview of the externship program to students, ongoing contact with students and employers during the externship, and monitoring and tracking the externship process.

Student services department is committed to providing services, programs, activities, and resources that promote retention, maximize employability, and enhance the educational experience of students. These services include registration, financial aid, and student accounting through the first stop, counseling and advising services, new student orientation, services to students with disabilities, placement testing opportunities, housing assistance, and recruiting support through the admissions programs.

Instructors and staff can refer a student to counseling for academic and personal issues through the Educational Support Programs Services (ESPS) program. Counseling services are available 35 hours per week with referral to a Student Assistance Program for long-term therapeutic issues. One counselor serves as the American with Disabilities Coordinator, working with instructors on how to most effectively support students with learning, physical and emotional disabilities in the classroom. Counselors also work with instructors and students on study skills, time management, test anxiety, and coping skills to deal with personal issues.

Two dedicated student services staff provide assistance to students in admissions, registration and financial aid. One position is housed at OCCI; the other has a primary focus on recruiting.

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?

The principle strength is a staff dedicated to applying strong technical skills, coupled with the desire to develop success among students. Southwestern's instructors work diligently to keep their industry links strong for the benefit of students and the program.

Instructors are interested in pursuing additional certifications to enhance their skill sets and to bring those skills into the classroom. Chef Dovale plans to pursue CCE certification and Chef Shaw plans to pursue the CMPC.

Belonging to a professional organization also establishes the need for continuing credentialing in the field and life-long learning. Students at OCCI are able to join the American Culinary Federation as junior members upon completion of the program. Students have participated in ACF events, competitions and are able to interact with other people in the industry. Members are able to network with professionals in the field to gain valuable contacts for externship opportunities, jobs, scholarships, and to share culinary ideas.

Having two dedicated student services staff is advantageous to students and offers assistance with registration, admissions, advising and adjustment issues. One of these positions is housed in OCCI making it convenient for students and instructors. Having one dedicated custodial staff is helpful in maintaining safe and sanitary conditions throughout the facility.

The consistency and frequency of the culinary instructors' meetings adds to the strength of the program. This affords the majority of chefs an opportunity to discuss student issues, classroom instruction, teaching methodology, curriculum design, as well as practical issues.

The major weakness in this area is that OCCI has been without a director for several months. That position has now been filled with a qualified staff member. Having a full-time director will assist in creating stability in the program, encourage a team approach to learning and teaching, increase the contacts and resources for externship

opportunities, and administer learning assessments that lead to the improvement of instructors and the program.

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?

Hiring a full-time executive director has increased the collaboration among faculty. Southwestern will emphasize a strong teamwork approach to organizing and operating the Culinary Arts Management Training Program. OCCI staff will continue to provide a quality educational program with strong emphasis on skill development in the professional technical area. Chefs will also emphasize the importance of general education courses and the benefit they provide to students in their future career goals.

Southwestern will employ ACF standards as a means to monitor ongoing improvements, to establish new objectives, and to maintain a quality instructional program.

4.0 FACULTY AND STAFF EXHIBITS

4.1 Instructor meeting minutes from the last year

4.2 Personnel data sheets for all full and part-time instructor (use Document F or Attachment B forms provided by the Commission; do not include resumes)

4.3 Teaching schedule in effect for time of the on-site visit

5.0 CURRICULUM

1. **Summarize the manner in which the curriculum:**
 - a. **fulfills the stated objectives of the program**

Southwestern's culinary arts curriculum is structured to meet industry standards. There are three components to the program:

Technical

Technical courses require the students' full participation with the kitchen/laboratory instruction including basic food preparation; problem-solving and time line organization; proper handling of tools; preparation of regional, classical, and international cuisines; garde manger; and preparation of a la carte cooking.

Related Instruction

Classes of related instruction include:

- *Sanitation and Safety for Managers* – an introduction to environmental sanitation and safety in a food preparation area
- *Culinary Nutrition* – introduces the basic principles of nutrition and their relationship with health, including current dietary guidelines, energy balance, vitamin supplements, and food fads
- *Inventory Control and Purchasing* – a study of planning and control processes in the food and beverage industry
- *Culinary Calculations* – basic calculation procedures used by culinarians;
- *Restaurant Management and Supervision* - includes understanding and practice of professional ethics, conduct, following instructions, and working with fellow team members
- *Restaurant Layout and Interior Design* – emphasis is on kitchen and dining room design, staff allocation, menu planning, and financing
- *Introduction to Vineyards and Beverages* – the development of a knowledge base suitable for assisting customers in choosing wine for classical and contemporary cuisine
- *Menu Panning and Design* – introduction to the basic principles of planning and design for menu layout in a variety of food service operations
- Embedded in the CRT coursework are objectives for the human relations course. The former director chose to embed these outcomes in culinary arts coursework, rather than require BA 285, *Human Relations in Organizations*. This is allowed by the Oregon Department of Community College and Workforce Development (CCWD). This change was submitted to the Instructional Council for review before the curriculum change was made.

General Education

This component provides students with knowledge from the areas of fine arts, mathematics, oral and written communication, computer concepts and personal health. Each student is provided with a written course outline encompassing measurable competencies.

The emphasis of general education is to develop a competent, well-rounded citizen skilled in problem-solving, critical thinking, communications, and sound decision-making. Multiple avenues of assessment are used, including testing, development of portfolios, and projects that demonstrate reflection, critical thinking, and self analysis.

b. Integrates the code of ethics of a national professional association in the program

During the first term, students are introduced to the benefits of belonging to various professional organizations such as the ACF. The Culinarian Code is provided to students at this time and reinforced throughout this and subsequent terms as an ethical code of behavior that will serve them well throughout their careers. The benefits reinforce classroom lectures on professional ethics and conduct.

Belonging to a professional organization demonstrates teamwork, encourages networking opportunities between professionals and students. Membership in professional organizations is also highlighted as professional development opportunities in the career planning class, CRT 2018.

c. Provides opportunities for students to become familiar with the profession of Culinary Arts and the relationship of Culinary Arts to other professions.

The Culinary Arts Management Training Program is designed to increase familiarity with the profession and its relationship with other professions within the food and hospitality industries. Students are provided with an introduction to professional cooking (CRT 2000) and the food and beverage industry (CRT 2002) during the first term. Exposure continues in the third term with Restaurant Supervision and Management (CRT 2017) and with Orientation to Work Experience (CRT 2279) and Work Experience Culinary Externship (CRT 2280). Combined, these courses cover several aspects of food and hospitality, focusing on restaurant styles and concepts and how the profession of culinary arts interacts with others.

The laboratory courses are taught in full operating kitchens that provide students the opportunity of realistic experience. Students work in a team approach to accomplish competencies in each course. OCCI provides a number of field trips throughout the year, as well as guest demonstrations that provide opportunities to become familiar with the food service profession.

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

The culinary arts curriculum, as well as the general education courses, is designed to teach students communication, problem-solving, leadership and interpersonal skills as well as technical skills. Students in the technical courses work as teams, learning basic culinary applications as well as how to work with others on varying levels. Students interact with community members and chefs as they participate in catering events, further developing their ability to communicate in a leadership role, to problem-solve in a real world environment and to interact with the general public as well as each other.

Students rotate responsibilities throughout the technical skills training, assuming the traditional positions found in a real-world kitchen, reinforcing teamwork skills.

General education courses required in the program help students develop skills in written and oral communication, lifelong wellness, mathematical skills, and computer competency. The career planning class in the program builds on written communication through resume writing, memos, and job descriptions.

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

OCCI utilized community resources for both field trips and guest speakers. Each instructor is encouraged to utilize a guest speaker or a trip for each course. In a small rural area like Coos Bay/North Bend, resources are more limited for field trips. Traveling to larger cities that offer more opportunities requires a significant time commitment for students and instructors. Chefs and students have attended the SYSCO Food Show in Portland and the FSA Food Show in Florence (OR). The local area is home to community gardens. Students visited the site and met to discuss organic vegetable gardening.

The culinary arts chefs have established and maintained long-standing relationships with several local vendors including Clausen Oysters, Hallmark Fisheries and Giradet Winery for field trips in the local area.

Guest speakers have included Chris Foltz, Mill Casino; Mark Stuerger, Columbia Distributors; Joel Pomerantz, Oregon Restaurant Association; Oscar Sermano, Red Lion Hotel.

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

The program is organized to provide students within each course an increased level of skill sets. The fundamental class provides an introduction to basic food preparation, basic sanitation and safety issues, and working with others. The following term adds an increasing complexity of skills. The students demonstrate their acquired knowledge and competencies by preparing and presenting at catering functions and events.

In the first term of instruction, students receive an introduction to the field through basic culinary techniques, historic references, equipment, product identification, basic knife skills, sanitation and safety, recipe and procedure, basic art design and oral communication.

The second term offers an introduction to pastry and baking, an overview of menu planning and design, culinary calculations. General education provides an introduction to computer concepts as used in the field and the classroom, i.e., spreadsheets for inventory and purchasing control, word processing for correspondence, resume writing, and menu layout, database for customer service and communication management, and basic presentation skills for the electronic portfolio required for the externship course. Technical skills are enhanced throughout the regional and international cuisine courses.

Students apply cooking methods to all components of a meal, creating the decision-making necessary for compatibility of ingredients (nutrition) and timing of cooking.

Curriculum taught in the third term focuses on a' la carte cooking. General education enhances students' writing skills through the composition course. Related instruction during this term includes nutrition, culinary calculations, and restaurant management and supervision.

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

All areas of required knowledge and competencies are met in this program.

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

To receive an Associate's degree, students must complete the required number of credits with a cumulative GPA of 2.0 or higher, a “C” in all major coursework, apply for graduation, and satisfy all financial obligations at the college.

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

Specific to the Culinary Arts Management Training Program, graduating students must pass the externship course and successfully complete the portfolio requirement. The portfolio must demonstrate entry level employment competencies appropriate to the program. Chef/instructors evaluate the portfolios and issue grades. A complete portfolio packet, as presented to students, is available in the Exhibits Binder.

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

The state of Oregon requires at least 90 credits to earn an Associate's degree, including general education courses. In reviewing the coursework for the Culinary Arts Management Training Program, it was determined that the current coursework meets the number of hours students need to develop the necessary academic and professional skills to meet the industry standard.

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

The Culinary Arts Management Training Program integrates the lecture material with the laboratory environment for hands-on application and daily performance critique and technique reinforcement.

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

The program provides flexibility to adapt to individual differences among students by offering a wide variety of programs and services for students with learning difficulties. Students who indicate or demonstrate a need have an opportunity to meet with a counselor or the ADA coordinator with the ESPS. Students with documented special needs are referred to ESPS for individualized assessment. An educational development

plan is developed. Instructors are notified of special needs on the class roster, by the student and through contact with the ESPS counselor.

Together, the counselor and student develop a plan of action that will focus on skill development in time management, test taking, learning styles and strategies, skill acquisition, and communication management, as appropriate. These support staff also provide guidance to instructors in the classroom on strategies for teaching and coping with specific learning, physical, or emotional disabilities. Students with a documented disability that lead to test-taking difficulties can be afforded extra time or a special area to complete the test in a distraction free environment.

All students have access to peer tutoring. Tutoring is available from 8:00 to 8:00 p.m. Monday – Thursday and 8:00 – 5:00 p.m. on Friday. Tutors are certified and work with the coordinator to ensure they meet the educational standards to tutor. Instructors tutor students who require more time and practice in the technical skill classes and will mentor those who are accelerated in the acquisition of technical skills.

Instructors develop projects and lesson plans within the courses that address the varying learning styles and levels of competence. The college has provided various workshops, seminars, and training, on teaching strategies, learning styles, classroom management, academic advising issues, and instructional design and methodology.

Students are made aware of support services during admissions processes, new student orientation, following placement testing, and in the classroom by instructors. Students are encouraged to be responsible for communicating their needs and providing the necessary documentation for accommodations. Instructors may also refer students to ESPS when a concern is raised.

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

Instructional techniques, methodologies, and strategies vary according to instructor preference. All instructors are required to list them on their course syllabi. Demonstration by the instructor followed by student preparation and presentation of foods is the favored technique and lends itself well to the content matter. Several instructors also integrate regular public speaking opportunities in the classroom by having students critique and evaluate their menu selection and preparation.

Instruction in the culinary arts curriculum is learner-based and content-based. Laboratory classes are focused on hands-on learning, while lecture classes involve activities that allow students to apply course content.

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

Instructors in culinary arts use various criteria and procedures in grading lecture and laboratory classes. Instructors track grades in both areas and give students regular and frequent feedback through the use of quizzes, written and practical exams and laboratory practice. Individual course grading policies are distributed to all students on the course syllabus. During the fifth week of the term, each instructor holds a mid-term conference with students to assess the quality of the work to date and provide feedback

on the next steps. During this time, instructors raise any concerns or issues with students and suggest resources to enhance skill development, both in academics and technical skills.

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.

Culinary students complete a three-credit course in safety and sanitation in the first weeks of the first term, prior to entering a laboratory kitchen. It is mandatory to complete this course to maintain progress in the culinary lab coursework. Instructors emphasize safety and sanitation in daily lab coursework. Each laboratory class utilizes daily cleaning checkout sheets. The chef is the responsible person for assuring that the classroom is a safe and sanitary environment.

The *Material Safety Data Sheets* (MSDS) are discussed in the sanitation class as well as in the restaurant management class. MSDS are maintained by the Safety Committee. There is a centralized location in OCCI for the MSDS.

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

Each classroom in OCCI has access to a multimedia station, a projector screen and the appropriate software to deliver instructional content in the classroom. Each instructor also has a computer at her or his workstation for course development. All computers have access to the Internet throughout the building. Instructors use the multi-media computers to show CD/DVD or videos in the classroom to support the lecture material in class, as well as utilizing presentation technology to enhance the learning process.

13. (If applicable) Describe how career-related employment and/or experience (e.g. on-the-job training, externships, 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.

The Culinary Arts Management Training Program requires an externship to meet graduation requirements, to enhance the learning experience, and to ensure student mastery of the skills necessary to succeed in the workforce. The program provides the opportunity for students to practice at a professional level during the real world experience.

A new process of externship experiences is being piloted this year. A packet of materials has been developed and will be presented to the students through a one-credit course, *Orientation to Cooperative Work Experience*, CRT 2279. Students begin to research externship opportunities during the *Culinary Arts Career Planning* class, CRT 2018.

The student and instructor develop focused work experience objectives and demonstrate the competency level attained in a real-world setting. Employers monitor the student's

experience with regular assistance and follow-up from the coordinator of the externship program. Business and industry participating in the externship program assign an onsite supervisor who is responsible for evaluating student performance and ensuring that competencies outlined in the externship agreement are met with enough proficiency to provide for successful mastery. Instructors periodically talk with students and receive feedback from the employer during the externship.

The course syllabus for the externship course provides specifics of academic requirements, lists of objectives and competencies for the externship and includes the calendar for the term. Essential documents included:

- | | |
|---|----------|
| • Externship Agreement | Employer |
| • Verification of Externship Experience | Employer |
| • Worksite Evaluation | Employer |
| • Time Log | Student |
| • Externship Essay/Report | Student |
| • Supervisor Externship Evaluation | Employer |
| • Portfolio Requirements | Student |

To ensure practice at the professional level, instructors have determined the criteria that students must complete to earn credit in the real world experience. Criteria include a variety of technical skills utilizing a variety of foods and preparation techniques. Upon completion of the hours, the student sends the electronic portfolio to the instructor for scoring and feedback. Course credit is issued upon successful completion of the course and approved by the executive director of OCCCI.

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?

In addition to the technical skills developed by students, the general education curriculum focuses on developing students' ability to communicate, problem solve and think critically. These competencies are necessary in today's labor market and are often cited by employers on advisory committees as critical to success.

Core skills classes are taught in the first two terms in conjunction with sanitation and safety, which form the foundation of skill acquisition. Subsequent coursework builds on these foundation courses. Courses in nutrition, sanitation and safety, and supervision are taught to ACF standards. Laboratory class instruction includes daily instructor: student critiques.

Students are also required, in the first quarter, to sign a Code of Professionalism, describing the expectations regarding behavior, dress, hygiene, and conduct.

The college's commitment to ongoing curriculum and instructor improvement has resulted in a strong program. The curriculum is aligned with ACF competencies, and support for the industry partnerships results in a strong program.

Another strength is the accepting attitude of the food service industry locally. Employers identify the need for a trained and qualified workforce and recognize that OCCI is a partner in this collaborative effort.

The college's commitment to provide ongoing curriculum and instructor improvement has resulted in a strong program. The curriculum, in alignment with ACF competencies and support of our industry partnerships, results in a strong program.

One weakness in the program is the limited opportunities for field trips. Chefs have utilized many of the local area vendors such as Clausen Oysters, Hallmark Fisheries, and Giradet Winery. However, travel to urban areas that offer more resources requires a significant time commitment.

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?

The current sequence of the curriculum is beneficial in terms of flow of information and how each course builds upon those previously taken.

Involvement of students in the ACF chapter provides an opportunity to enhance the professionalism instilled in them from the beginning of the program.

Better utilization of vendors for guest lecturers, potential field trips, and scholarship support should be sought. This offers opportunity to enhance the program delivered to students and to build stronger partnerships. The challenge of finding local field trips will be explored; creative scheduling could maximize the use of students' and instructors' time more effectively for longer field trips. If planned sufficiently in advance, students could better balance the demands of their lives to accommodate the full day or overnight trip.

5.0 CURRICULUM EXHIBITS

5.1 Completed "Required Knowledge and Competencies" with referenced course syllabi attached. (If applicable, Baking and Pastry programs have a separate set of competencies which are available from the ACF Education office)

5.2 Sample of all required documents used in the supervised work experience portion of the curriculum (if applicable)

5.3 Sample of lab evaluations

5.4 List of field trips and guest speakers

6.0 FACILITIES

1. Describe how the facilities support the educational needs of the program. Your description should include:

The Culinary Arts Management Training Program is housed in a new facility, OCCI, which opened in fall 2005. The OCCI facility provides three professional kitchens in support of the culinary arts and baking and pastry programs. There is a demonstration kitchen in the lobby of the facility; this has been used by the instructors, local guest chefs, and for the community education courses offered. The lobby also houses a resource room for student use, one large office space for seven, two offices for the program directors and one reception office.

The lobby area of OCCI is spacious and designed to host receptions for the local community as well as catering events and provide a display area for the programs and a meeting place for students.

A. Equipment

The facility has three kitchens, including one baking and pastry lab, one a la carte kitchen, and one kitchen that serves the general needs of the program. Each kitchen facility is equipped with multiple production stations, preparation stations, and clean and store facilities. Each facility is designed to support the instructional needs and preparation for 20 students and instructors. Each kitchen contains a freezer and a refrigerator. Each kitchen is designed and equipped to meet the needs of the curriculum. Equipment lists and a building plan are provided.

First aid and fire extinguishers are available near the kitchen/laboratories and demonstration kitchen housed in the lobby. The location was determined to remain in compliance with state requirements for distance and accessibility of safety equipment. Fire blankets are located in each kitchen, including the demo kitchen. Each kitchen also contains first aid kits, readily available to staff and students. Material Safety Data Sheets (MSDS) are maintained by the Safety Committee. Each classroom has a centralized location in for MSDS.

B. Classroom space

The college provides dedicated classroom space in this facility for lecture classes. This modern classroom can serve 200 for general seating or be divided into three small classrooms for 30. The new facility includes computers, Internet access and audio-visual capabilities. This space is also used for special events such as the Recognition Dinner for program students or the Employee Recognition Banquet.

C. Lab space

The program has three fully equipped working kitchens, including a full pastry kitchen. One kitchen contains a dedicated storeroom in the dish room; the others have free standing racks for storage purposes. A laundry facility is housed near two of the kitchens. The facility also has a docking area where food deliveries are accepted and checked in. There is a fourth storeroom near the instructors' offices.

OCCI houses a demonstration kitchen that has been used for community education classes as well as demonstrations to and by the students. It has also been the site of the taping of the “5 Minute Gourmet,” a locally televised cooking show with Chef Jardin Kazaar. This experience has provided several students with experience in production setup and preparation.

D. Resources (including the library)

Courses requiring computer access are supported through the Learning Hub in Tioga Hall, the Library and Learning Resource Center, the computer lab in student housing and the resource room in OCCI.

Some print materials are housed in the resource room for immediate use by students. Online resources are available through the Internet in the resource room and throughout the campus in the computer labs, the library, and from the computer labs in housing.

Southwestern’s library carries a wide range of texts, resource books and periodicals, specific to culinary arts and to baking and pastry and are available to students for check out. Videotapes and DVD’s are available to instructors for classroom use.

Instructors have worked with the library director to update and expand the collection in the ranges listed below. A list of new materials is found in Exhibit 6.1.d.

TX 341– TX 641	Nutrition, Foods, and Food Supply
TX 642– TX 840	Cookery
TX 851- TX 885	Dining Room Service
TX 901- TX 946.5	Hospitality Industry, Hotels, Clubs and Restaurants
HD 62.5	Food Service (Restaurant Management)
TP 544- TP 560	Wine and Wine Making

E. Faculty offices

OCCI employs three full-time instructors in the culinary and baking and pastry programs. All instructors are located in the OCCI facility. When the building was designed, input from the director recommended an open office space. The office has workstations for seven and serves as a conference room for meetings and impromptu discussions. The intent is to increase instructor interaction and to provide the opportunity to share curriculum changes, lesson plans, recipe ideas, and discuss student issues.

Instructors are provided permanent office workstations with storage, computer technology and telephone access. Instructors are provided with telephone extensions, voice mail and email accounts to support student/instructor communication. All instructors have access to copiers, duplication of print materials, and additional media throughout the Library and Learning Resource Center. A mail drop is provided for each instructor in the mail room in Tioga Hall.

Two offices are dedicated space for the executive director of OCCI and the director of the baking and pastry program. One office has a large storage closet that houses books and equipment used by students for the general education classes.

F. Cafeteria/dining room

The college cafeteria, Empire Café, is located in Empire Hall. The college dining hall is outsourced to Premier Food Services and is not connected with OCCI. Program students do not have a restaurant or cafeteria for regular meal preparation. Real-world experience is provided through catering events.

2. Describe procedures for maintenance and replacement of equipment.

The budget for OCCI specifically allocates funds for the repair, replacement, and upkeep of laboratory, classroom equipment, and facilities. New equipment needs are assessed by the instructors, the executive director and the instructional director, and funding is sought to make purchases.

Internal maintenance requests are placed by the chefs/instructors with the executive director. Upon approval, a work order is submitted electronically to the maintenance office. The project may be outsourced to an outside contractor if the timeline exceeds 48 hours or if the job cannot be easily completed with the expertise on staff. The objective is that the facility is available and safe for students' use.

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

All management and instructional staff are educated and certified in safety and sanitation and maintain strict awareness and control over the safe and sanitary conditions of the facility. This is included in the daily lab and kitchen procedures, both as a means of maintaining standards and to teach students proper procedures.

Culinary laboratory classes at OCCI are responsible for cleaning the kitchen at the end of each class period. Trash removal occurs at the end of each class period. In-house custodial services are performed daily. Custodial staff works flexible hours to ensure that the kitchens, classrooms, and lobby area are cleaned prior to the start of class. At the end of the term, each class performs a thorough kitchen cleaning, including reach-in and hoods. Fire safety inspection and intensive hood cleaning is performed twice each year. Pest control is provided through an outside contractor.

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

The major strength of the program is its facilities, equipment, and classrooms. Southwestern is very proud of the kitchen laboratories and provides an ample budget for maintaining, repairing and replacing equipment. The new facility generates interest in the community and outside agencies that helps in recruiting efforts. This facility allows the program to incorporate a catering component into the program that provides real world experience and education.

The executive director has dedicated office space, furnished with adequate technology to manage the program. Instructors are provided individualized work spaces with the shared use of technology to prepare lesson plans and class presentations.

State-of-the-art technology is available for students and instructors in the classroom and across campus. Each classroom houses a computer system with Internet access, LCD projector and screen, speakers, and VHS/DVD player combination. Technology is not fully utilized by faculty in the classroom.

One weakness of the facility that became apparent in this study is the lack of an equipment replacement plan. While this is not problematic at this time, it may be in the future. Additional planning will be necessary to ensure appropriate funding is available when needed.

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?

Greater utilization of technology in the kitchen laboratories will be included in professional development opportunities for instructors. Chefs will be able to access online sites such as acfcchefs.org or various food service sites in order to complement the course content.

A plan for replacing equipment will be developed and implemented with input from instructors.

6.0 FACILITIES EXHIBITS

6.1 List of major equipment used in the program

6.2 Diagram/floor plan of kitchen and/or lab facilities

6.3 Most recent sanitation inspection

7.0 STUDENT SERVICES

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

An application process is held twice a year to admit students to the Culinary Arts Management Training Program. The criteria and policies include:

Admission to the program follows the eligibility criteria for the college. A student is eligible for admission to SOCC if he or she:

- Is 18 years of age or older *and*
- Has graduated from high school *or*
- Has passed the General Educational Development Test (GED), *or*
- Was home schooled and has met the state requirements for high school equivalency

Submission of completed application is accepted until the class is full or during the first week of the term.

All students are required to take the placement test to determine their preparedness for college-level reading, writing, and math. (Those who have taken college-level math or writing and have received a "C" or better will be eligible for transfer credit to be accepted.)

Program deposit of \$250 is due by August 15. The non-refundable deposit holds a space for each student in the program and applies toward the purchase of the required culinary kit, which includes the basic knife set and two sets of uniforms.

Students with prior college credit must submit a copy of their transcript to receive credit that may be applied toward the degree.

An orientation to the college program is held for all new students at the start of the fall term. A program orientation is also held for culinary and baking students. Parents are invited to attend. Students are advised of the date and time upon registration in the culinary arts courses. To date, all applicants have been accepted into the program. It is possible that in the future there will be more applicants than the faculty: student ratio or physical space allows. When that occurs, a selection process, similar to that of nursing, will be developed. One component of the process will be to inform students of the reasons they were not accepted into the program so they can better prepare to resubmit the application.

All international applicants to OCCI must meet the same admissions standards as all other students. Additionally, international students must demonstrate competence in the English language by having a TOEFL score of 450 or a computer based TOEFL of 133; or ELS score of 109.

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

Southwestern accepts course work from accredited institutions and programs in the American Council of Education (ACE) directory. This directory is compiled from the regional, faith-based, private career, professional, and specialized accrediting organizations recognized by the nongovernmental, non-profit council for Higher Education Accreditation (CHEA) and/or the U.S. Department of Education (USDE).

Southwestern accepts coursework from international colleges and universities that are recognized by the Ministry of Education or similar government entity within their country. International transcripts from institutions where English is not the primary language of instruction require a certified translation in English by a recognized translation service. Transcripts must include all the subjects studied, academic units (credits) and marks (grades).

Courses are evaluated in terms of equivalency to Southwestern courses and/or applicability to Southwestern programs. All credits of the cumulative GPA are transferred, even though some of the credits may not apply to the student's Southwestern program. Grades from credit transferred from another institution are recorded as the grade they received at the previous institution.

New students are responsible for informing the advisor and the transcript evaluator of any educational experiences they've had that may apply toward advanced standing at the college. All previous educational experiences must be reported if the student plans to apply for financial assistance. Official transcripts must be submitted to Southwestern.

Students may earn advanced standing credit based on equivalent Credit for College Level Exam Program (CLEP). CLEP score reports must be submitted to the First Stop prior to enrollment. CLEP credit will be recorded on the student's transcript as "S." While the credit will count toward the required credits toward graduation, no grades are assigned. The credit is not computed in the student's GPA or CGPA.

An articulation agreement with the University of Las Vegas, College of Hotel Administration is current. Additionally, students must complete classes with a grade of "C" or better and Math 105 to ensure successful transfer. Discussion is ongoing with Southern Oregon University (SOU) about transfer opportunities into the hospitality management program. Discussion also includes the possibility of delivering some of the coursework via distance, either online or in an on-campus cohort.

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?

Retention in the program has been strong since the inception of the program. The rates of students who completed culinary arts courses with a grade of “C” or higher for four academic years:

YEAR	RATE
2001-2002	93%
2002-2003	97%
2003-2004	94%
2004-2005	89%
4 YEAR RETENTION AVERAGE	93%

Between 89 percent and 97 percent of students complete the culinary arts courses with a grade of “C” or better. The four-year average is 93 percent. There was a slight decrease in the retention rate during the 2004-2005 academic year. The loss of the full-time executive director may have had an impact. Since the executive director position has been filled, it is anticipated that retention will continue at the higher percentage. This anomaly should be monitored so strategies may be developed and implemented to prevent this becoming a downward trend.

b. What methods are utilized to increase retention?

In order to address what may become a trend in retention as described above, the following changes have been implemented.

- Integrate program college-wide students into the New Student Orientation provided each fall by the college for all incoming freshmen.
- Enhance the student orientation for culinary arts majors.
- Enroll students with weak skills in math, writing or reading into developmental coursework early in the first term.
- Curriculum changes were implemented in fall 2005. The total number of credits needed to graduate was reduced to a reasonable student workload while maintaining high quality standards that meet ACF requirements. Courses were rearranged to create sequenced blocks of learning.
- A new externship process was piloted during summer 2006. Many students start the externship later in the year and do not complete within one term. This is problematic to successful completion of the program. The externship coordinator, working with the interim executive director and the chef instructors, has developed a class that addresses some of the issues encountered by students. It also builds in a follow-up process to determine in a timelier manner if students get off track with their career goals. An assessment of this new process is planned for summer 2007.
- A new follow-up process was developed and implemented in summer 2006 to track students who did not complete the externship process and fell short of graduation requirements. They were notified of the steps necessary to complete the requirements and sent the new externship packet, including the new criteria for the portfolio.

Through these efforts we anticipate an improvement in the attrition rate and increased graduation rate beginning with the fall 2006 cohorts.

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

The publications included as exhibits relating to the Culinary Arts Management Training Program are as follows: 2006-2007 Southwestern catalog; Discover the Art of Cooking (OCCI) recruiting brochure; and the college CD. These are tools used every day in recruiting efforts.

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

The college encourages prompt resolution of all complaints, misunderstandings and disputes. The executive director is also available to mediate issues that cannot be resolved at this level. A reasonable effort by the grieving person (s) and other involved person to arrive at an informal resolution of differences should occur before the formal grievance procedure is initiated.

There is a formal grievance process in place if the issue cannot be resolved informally. The student handbook is the primary student resource for policies and procedures. The handbook is revised annually and includes the student code of conduct, student rights and responsibilities, student government by-laws, student right-to-know information, and the student grievance procedure. The student handbook is available online at the college's web site http://www.socc.edu/student_life/handbook/page8.html. The formal process had four steps and is outlined below:

Step A: After a person with a grievance has made a good faith effort to resolve the situation with the person(s) against whom the person has a grievance, and has been unsuccessful in reaching a satisfactory resolution, the person with the grievance, (within sixty (60) days of the occurrence of the complaint, dispute, or misunderstanding), must write, date, sign and submit a formal grievance statement to the Office of the Vice President of Administrative Services. Additionally, if the person is alleging discrimination or harassment, the person must also complete the Harassment/Discrimination Incident Documentation and Harassment/ Discrimination Informal Complaint Report. The person(s) may choose to consult with a faculty member, an administrative officer of the College, counselor, or other staff or legal counsel for assistance in filling out the formal grievance statement. The person then submits the completed statement to the Vice President of Administrative Services. The Vice President of Administrative Services will refer the complaint to the appropriate staff for investigation. The person filing the grievance will be notified within five college working days which college staff will be investigating the grievance. Within an additional fifteen college working days, the grieving person will receive written notification of the investigator's decision (either upholding the grievance, denying the grievance or extending the time for additional investigation). In no case will a decision upholding or denying the grievance extend beyond three months from the date of initial filing.

Step B: If the grievance is not resolved at Step A, the person(s) may present the grievance in writing to the immediate supervisor of the college employee who responded

to the grievance. If the immediate supervisor of the college employee(s) is a college vice president, proceed to Step C. This must be done within ten (10) college working days of receipt of notification of the decision in Step A. Within ten (10) college working days of receipt of the person's written, signed and dated grievance statement, the immediate supervisor of the college employee who responded to the grievance shall meet with that college employee, the grieving person and the alleged offending person(s). Within ten (10) additional college working days, the supervisor shall notify all involved person(s) in writing whether the grievance will be upheld or denied.

Step C: If the problem is not resolved to the person's satisfaction at Step B, the person may file a written request to have the appropriate college dean review the grievance. This must be done within ten (10) college working days of receipt of notification of Step B's outcome (or Step A, if the immediate supervisor is a dean). If Step B was skipped (because the immediate supervisor of the responding college employee was a dean) the dean shall meet with the college employee who responded in Part A, the grieving person(s) and the alleged offending person(s). The dean shall notify the grieving person(s), the college employee who responded in Step A and the alleged offender(s) of his/her conclusions and decision within ten (10) college working days of the grieving person's request for action by the dean.

Step D: If the grievance is not resolved to the person's satisfaction in Step C, the person may request, in writing, that the President of the college appoint a Committee on Grievances. This request must be presented within ten (10) college working days of the person's receipt of notification of Step C's outcome. The person(s) (if a student) may, in addition, present the written documentation described in Steps A, B and C to the Associated Student Government for the purpose of enlisting support. The person(s) shall provide to the Committee on Person Grievances complete copies of all materials associated with Steps A, B, and C, and shall notify the chairperson of the Committee on Person Grievances of the names of other holders of relevant material the person does not hold/have.

6. Describe the counseling and services available to students.

Southwestern provides a wide variety of support services to students to assist them in completing their educational program and reach their career goals.

Advising Services

Professional services are available to advise students in academic areas to maximize their success in college. Professionally trained staff provide a variety of educational workshops and events on timely topics.

Counseling Services

Counseling is provided to students in personal and non-academic issues. The college maintains a student assistance program for those in need of longer-term counseling for effective resolution and provides crisis intervention services. The college funds the first three visits. The college provides individual counseling sessions, referrals to community resources, and educational programming for students in residence halls, though it is open to the campus community.

Disability Services

Southwestern provides accommodations to qualified students with documented disabilities. The office assists students with acquiring reasonable and appropriate accommodation and in supporting their success at Southwestern. The college is committed to providing students who have a disability with an equal opportunity to access the benefits of higher education in compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Health Services

Southwestern promotes lifelong wellness and encourages students to take courses in physical education and health and wellness to prevent illness and maintain the energy needed to be successful in college. All students are urged to carry a primary insurance policy that covers health care. All international students are required to maintain health insurance during their stay in the United States. International students must provide the college with proof of health insurance. The college makes available an accident and illness medical plan to students.

Housing Services

The college offers students a residential housing option on campus. All first-year freshmen live in residence halls during the first year of their education at Southwestern. Exceptions to this must be approved by the director of housing. A number of specialty houses are available including wellness, culinary arts, honors, and international.

Tutoring Services

Free services are provided to students in need of tutoring in specific areas. Many of the general education courses have tutoring available from 8:00 – 8:00 p.m. Monday – Thursday and 8:00 – 5:00 p.m. Friday.

Additional educational services are provided to students by staff at the Newmark Center, a comprehensive one-stop shop serving the community. College programs located in the center include adult learning skills program, business development center, career center and daycare facility. Services include basic skill instruction, career exploration, job search and placement, childcare resources and referral, workforce development and business counseling.

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

The college offers a number of scholarships that are available to qualified students that are listed below.

- *Alaska's Workers Compensation* – The Alaska Worker's Compensations Scholarship was awarded to an OCCI student who was a resident of Alaska and became a displaced worker.
- *Athletic Scholarship* - Student athletes may be awarded tuition waivers (2005-2006-\$1080 per term) for participating in intercollegiate sports.

- *Campus Tour Discount* – Students are awarded a \$300 dollar scholarship for taking the campus tour. This can be applied toward the deposit or the first term of tuition and fees.
- *Chaffee Education and Training Scholarship*
- *Evangelism Fellowship Scholarship* - Four outstanding summer missionaries were awarded the scholarship based upon student's participation during Summer Missions.
- *Floyd Ingram Scholarship* - Floyd lived 40 years in Bandon. Floyd established his scholarship in 1997. He died four months later, on April 27, 1998, of Amyotrophic Lateral Sclerosis (ALS), commonly known as Lou Gehrig's disease. The scholarship is open to second-year full-time Southwestern students with a GPA of 3.0 or higher and who reside in Coos County.
- *High School GPA Tuition Waiver* -High school students who graduate with a cumulative GPA of 3.75 are eligible for the tuition waiver. The award is \$1080 and students may receive the waiver for six terms if the student maintains a 3.75 or higher GPA per term. The high school graduate must enroll in one of the OCCI programs the fall or winter term following graduation.
- *James Beard Scholarship* - The mission of the James Beard Foundation is to celebrate, preserve, and nurture America's culinary heritage and diversity and in the spirit of James Beard's generous mentoring of young talent, the James Beard Foundation has built a robust scholarship program for students wishing to attend culinary school. James Beard scholarships are administered by Scholarship Management Services, a department of Scholarship America. Scholarship America is a national nonprofit educational support and student aid service organization that seeks to involve and assist the private sector in expanding educational opportunities and encouraging educational achievement. Awards are granted without regard to race, creed, religion, age, gender, disability, or national origin.
- *National Restaurant Association* - The National Restaurant Association Educational Foundation (NRAEF) encourages and supports senior high school students, undergraduate students, ProStart Certificate of Achievement recipients, and educators who are committed to furthering their education and enhancing their careers in the restaurant and foodservice industry by awarding scholarships through its Scholarships and Mentoring Program.
- *OCCI Tuition Scholarship* – Students may be awarded a Southwestern Grant (2005-2006 \$3240) to be applied towards OCCI tuition based upon financial need.

- *Oregon Restaurant Association* - The Oregon Restaurant Association encourages and supports senior high school students, undergraduate students, and ProStart Certificate of Achievement recipients who are committed to furthering their education and enhancing their careers in the restaurant and foodservice industry by awarding scholarships through its Scholarships and Mentoring Program.
- *OSEA Scholarship*- the Undergraduate Student Scholarship provides assistance to college juniors and seniors who are related to an OSEA member in good standing.
- *ProStart* - Students completing the ProStart program may apply for a \$500 scholarship to be applied toward the completion of the culinary arts and baking and pastry programs. Students are eligible to receive an additional \$500 and six hours of externship credit if the school has an articulation agreement with OCCI. ProStart students participate in competitions in which OCCI awards \$1000, \$500, and \$250 for first, second and third places respectively.
- *Presidential Tuition Waiver* – Students may be awarded tuition waivers based upon need or a donation made on behalf of the student.
- *Vocational Rehabilitation* – Students are awarded the Vocational Rehabilitation scholarship based upon financial need and who are returning to the workforce.

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?

OCCI has two dedicated full-time student services staff to work with students on financial aid issues, advising, recruiting, adjustment issues, and college resources. One is housed in the OCCI facility, making student transitions easy and effective.

One strength of the program is the strong counseling and advising skills of the chefs and the college's counseling services. Having two dedicated student services staff has been beneficial to students. They are able to quickly receive financial aid information and have questions answered regarding their status.

Scholarship information is readily available to students. Information and application booklets are available to students in the fall term. They are available in the financial aid office and the reception office at OCCI. Workshops to assist in completing the information are held regularly on campus.

Prior to submitting an application to the program, interested individuals are required to take placement tests in reading, writing, and math. The placement tests are administered by ESPS on a walk-in basis and by appointment at peak periods. The scores have been determined by instructors and counselors as the level of skill necessary for a prospective student to complete the program successfully.

Another strength of the program is the diversity of the students. They vary in age and experience, lending a breadth of knowledge and life skills to the classroom.

In addition, the college provides professional counseling experiences for students in need. For long-term issues, Southwestern offers a student assistance program. Referral is completed through ESPS.

Student grievance procedures are established by the college and followed by the Culinary Arts Management Training Program. The procedures are published in the student handbook and can be viewed online. Students are aware of their rights and responsibilities.

The number and variety of resources available to students to enhance their academic success is a strength of the program. The college provides access to tutoring services, a writing lab, library and media center, placement in externship opportunities, computer labs, and access to additional resources via the Internet.

The college's recruitment practices are non-discriminatory with respect to race, religion, color, gender, age, national origin or disability.

Instructors who are certified chefs through ACF and have a genuine interest in students' professional skill development are strengths of the Culinary Arts Management Training Program. They are dedicated to providing the best quality of technical skills to students with an interest in the field.

One area to monitor is the slight decrease noted in the completion of students through the Associate's degree. Instructors and administrators are very concerned and have taken steps to increase the rate of completion, as noted in the graduation data and the assessment process. These steps include a number of ways to help students complete the coursework and to begin the externship in a more timely manner. The implementation of the externship initiatives will assist in offsetting the slight decrease noted.

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?

Initial review of data indicate that students do not complete all the coursework in the program and they do not begin the externship timely. A number of possibilities have been discussed and include the following:

- Enroll students in the appropriate level developmental coursework earlier in the program to ensure completion.
- Require students to complete all classes in a term before progressing to the next. The college has a precedent with the nursing program.
- Require an interview prior to acceptance into the program. This will help students clarify their interest in the program before beginning the coursework.

7.0 STUDENT SERVICES EXHIBITS

7.1 Retention statistics for the last two years

7.2 Current school catalogue and brochures used to advertise the program

8.0 PROGRAM ASSESSMENT

1. **Describe the system used and provide dates, sample forms and results for assessment of:**
 - a. **Faculty**
 - b. **Curriculum**
 - c. **Program effectiveness**

The faculty evaluation process has been designed for the purpose of maintaining the delivery of high quality educational services to our students and our community. It has as its focus the development of faculty, the improvement of programs, and the collection of substantive information upon which to base personnel decisions.

Full-time faculty at OCCI are visiting instructors and, as such, are evaluated annually. There are two aspects to the full-time faculty evaluation process: 1) the administrative evaluation and 2) the peer evaluation process. This review consists of a review of multiple materials, including course syllabi, classroom observations, student ratings forms, the peer review, and the administrative review. Instructors emphasize areas that they would like to have assessed during the review. It may include but is not limited to classroom management, expertise in the subject content, advising, collegiality, use of technology in the classroom, to name only some.

The instructor prepares and presents a portfolio of material that supports the evaluation process. This portfolio contains a statement of teaching philosophy or methodology; course outlines, exams, syllabi, and other materials that support instruction; an identification of instructor-defined evaluation area and desired outcomes; a statement identifying the instructor's involvement with program and/or course development including work with faculty and/or advisory committees/ groups; materials documenting the use of assigned release time, outlining goals and objectives, methods and an assessment of results, if applicable; and materials documenting the instructor's professional relationship to subject matter, students, faculty and institutional involvement, and/or community activity.

In addition, each instructor is asked to present a *Faculty Development Plan*. The plan is a mechanism to involve the instructor in assessment and goal setting. The plan consists of career goals, analysis of strengths and weaknesses and an activities plan. Improvements in teaching are promoted through workshops conducted during in-service week during fall term and in-service day during winter term. The implementation of individual faculty plans occurs throughout the year with funding through the Faculty Development Committee and the division.

The Office of Instruction conducts student evaluations of all classes taught by full-time instructors the term they are being evaluated. Non-tenured full-time faculty will be evaluated every term. The results of the student evaluations will be shared with the instructor and the appropriate division director for inclusion in the peer evaluation process. For non-teaching faculty, appropriate arrangements will be made for student evaluations.

Upon the conclusion of the peer evaluation, a written summary of the procedures outlining the membership of the committee, the procedures used and materials reviewed, and the commendations and recommendations of the review committee is prepared by the instructional director and shared with the instructor with a copy forwarded to the Vice President of Instructional and Student Services.

Curriculum and program reviews are conducted together. Curriculum is reviewed annually by instructors in each department. Changes in course curriculum can originate as a result of input by advisory committee members, instructor observations, student feedback or institutional changes to the degree that affect the program or state mandates. Changes to the curriculum are made on the course outline, which is reviewed and approved by the Instructional Council prior to changing the college catalog and implementation. Input from the advisory committee is actively solicited for changes in business and industry standards and deficiencies noted by students through externship placements or employment.

Systems for assessing program effectiveness include the annual departmental planning process during which time the department assesses their program's alignment with the college vision; and the annual review by the Advisory Committee.

The program advisory committee met in the fall term to evaluate the initiatives underway to support the program. Initiatives under discussion include articulation and mentor program with local area high schools; marketing and recruitment, including update of the OCCI web page; summer institute for high school instructors and students, externship opportunities; college fair participation; and the development of the Oregon Coast Invitational.

OCCI participated in the assessment process during winter term 2007. This four-part process includes progress toward/achievement of prior goals, SWOT analysis, identification of goals, strategies, measures, resources, impact as a result of the analysis, and qualitative and quantitative assessment. Chfs, the instructional and the executive directors, working with the institutional researcher, identified challenges and strategies to improve performance. This in-depth process includes a review of industry standards, skills, ACF competencies to ensure a quality educational program.

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

OCCI successfully participated in college's assessment process and has produced a working document that defines where the department is at this time, identified strengths and weakness and developed strategies for each. As a result of the program review, the *Assessment Summary 2006-2007*, was completed. Syllabi were updated for all courses in the program. Competencies and the hours of contact for each course were reexamined. Goals were determined and strategies were developed to meet those challenges. A list of resources necessary to meet planned goals and the impact the need for those resources will have on the program and the college. The instructional and executive directors met with the institutional researcher to determine the various data to be collected and the reporting mechanism.

The assessment summary will be revisited on an annual basis to update progress toward goals, re-define goals and develop strategies and review the data collected to support next steps.

Prior to the latest program review, two significant changes were made in the curriculum since the program's inception in fall 2001. The first was initiated by the advisory committee to change the mathematics requirement to be more in line with the industry standard. College-level algebra was required for the Associate's degree. After surveying local employers, reviewing ACF standards, and examining the requirements of other college and training programs, the math requirement was changed to MTH 70.

In assessing the program and the number of contact hours to deliver the curriculum, instructors determined that the method of instructional delivery most often used was lecture/lab. Instructors indicated that they continue to lecture, unlike more traditional labs, in the kitchen laboratory. This increased the contact hours for some courses, allowing greater student contact and opportunity for practice. Instructors will reassess during fall 2006 to determine if this has been an effective method of delivery.

3. **Provide dates, sample forms, and results from the most recent:**
 - a. **Graduate surveys**
 - b. **Employer surveys**
 - c. **Job placement surveys**
 - d. **Student evaluations of courses and instructor**

True assessment of any program should involve multiple measures of success and should include program, faculty, and student assessment. Graduates were surveyed in the 2006-2007 academic year. though the sample size is small, the following data was highlighted: students were satisfied overall with the program; exams and assessments, both written and oral, provided a good test of program objectives; and staff were considered knowledgeable in the course subjects.

Data collected on the graduation information is encouraging for the first two years of the program. Shown below are the numbers of students, by cohort, who transitioned successfully through the culinary program to graduation earning either a certificate (available the first two years of the program) or an Associate's degree. It also indicates the number who have not yet completed all the requirements for graduation, the number who have withdrawn from the program, and those who are progressing toward the degree.

STATUS OF OCCI STUDENTS						
DEGREE OR CERTIFICATE	2001	2002	2003	2004	2005	2006
AAS	2	3	11	5	0	0
CERTIFICATE	10	7	0	0	0	0
BOTH	1	4	0	0	0	0
PROGRAM NOT COMPLETED	4	8	14	22	N/A	N/A
WITHDRAWN FROM PROGRAM	3	2	2	7	9	12
PROGRAM IN PROGRESS	N/A	N/A	N/A	N/A	36	25
TOTAL	20	24	27	34	45	37

Students are allowed to complete the externship hours upon successful completion of coursework. Data will not be complete for students in the 2005 and 2006 cohorts. The students from the 2005 cohort are in their externship year and the 2006 cohort are still in the classroom.

Typically, one year has been allowed with the intent of increasing the graduation rate. However, this extension has proven problematic because many students choose employment rather than externship or they fail to complete the paperwork; thus, creating low graduation rate. Also, several students have approached the college beyond the one year extension and have been allowed to complete the externship. Since the college allows students five years to complete a degree, this should be the norm for culinary arts students as well. This extension of externship hours is allowed for a number of reasons, including financial assistance, the seasonal nature of employment in this field, and the demands on the time and commitments of the students.

Southwestern has focused resources for the implementation of an college-wide assessment review during the 2007-2008 academic year. funding has been dedicated to a full-time institutional researcher to provide standardized data to all departments across the campus. All departments gather data on an annual basis; assessment summary and use of that data is on a three-year rotation. The intent of this model is to highlight trends that indicate a need for resources in a timely manner. This allows the department to implement a strategy and review it before the third year assessment summary is required.

As an institution, the college does not collect data from employers on a regular basis. This is done, if at all, by limited staff in individual degree programs. Because of limited resources, data collection of employer satisfaction with the culinary arts students and program is irregular. OCCI is in the process of gathering employer satisfaction and job placement data and will have a summary of data available in May 2007. There are impressive "success stories" in terms of culinary arts graduates. Anecdotal data gathered from advisory committee members and externship sites are strongly positive about the technical skills of the students.

Student evaluations of courses and instructors are conducted during the eighth week of the term and compiled before the end of the term. The information is compiled by course and students' comments are added exactly as they are completed (including typos). This information is sent to the instructional director for use in the administrative evaluation of faculty and in the assessment of the program. Copies of the compiled student evaluations are available to the faculty evaluation peer review committee if requested. Components of the evaluations may be highlighted in the administrative report.

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

Strengths in assessment for the culinary arts program include the faculty evaluation process. This process creates the opportunity to reflect on teaching methodology and strategies, curriculum changes, as well as their own professional enhancement. Additionally, the use of student ratings help faculty to gauge their delivery in the classroom, address different learning styles, vary the delivery based on student input and identify their strengths.

Another strength is the college-wide assessment process. There is institutional support for continual improvement and ongoing resource allocation. The institutional researcher is creating a dashboard of data that will be readily available to individual departments for strategic planning and decision-making.

The student evaluation process is of benefit to faculty. The aggregate data highlights those areas in which the faculty member excels. Low scores may indicate areas where additional training might benefit the faculty member and allow professional development opportunities to be created.

One true reflection of student success in this field is the employment rate of graduates. Many states have the opportunity, working with local labor departments, to verify employment statewide. Oregon does not yet have an effective system for doing so. Significant improvement in this area is necessary and may be achieved by standardizing the data necessary and working with the state to achieve the information necessary on the employment of students. The program needs to design and implement a process by which students are contacted within three months of completion of the externship.

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?

OCCI plans to use the systematic review of data to assess the program on a three-year rotational basis. Because the college has recognized the need to allocate time and resources to this campus-wide effort, this task will be easier. In the last budget review, money was allocated for one FTE for an instructional researcher (IR). The IR was instrumental in designing the graduate survey and plans to standardize the data available for all programs.

OCCI staff and faculty will contact students who have not completed all course requirements necessary to earn the Associate's degree. The intent is to discuss options with students for completing the academic courses and the externship opportunity to determine how the college can assist the student in completing the degree.

OCCI will utilize the advisory committee in this arena. Members of the committee have access to others in the field and can assist with graduate surveys as needed.

Chefs and directors will investigate the alignment of curriculum with ACF competencies to ensure a consistent and quality educational program.

A more comprehensive process for gathering employment data and employer data is being developed. The employer survey is now part of the externship final paperwork in an attempt to receive a completed survey from each externship site. OCCI is brainstorming ideas to have students voluntarily submit their employment information and other routes to gather this data; the employment information will be used to survey the employers.

8.0 PROGRAM ASSESSMENT EXHIBITS

8.1 Placement statistics for the last two years

8.2 Summary of recent assessment data and surveys: e.g., employer surveys, graduate follow-up studies, student evaluations, placement statistics, state reviews, etc. Blank forms are *only* a portion of this exhibit

8.3 Sample forms for faculty evaluations, curriculum assessment, the outline process and program effectiveness.

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.

The Culinary Arts Management Training Program at Southwestern is a strong program committed to providing students with a comprehensive education leading to professional careers in the culinary field. Strengths include dedicated instructors well versed in the basics of culinary arts as well as specialties that include international cuisine, regional cuisines, ice carving, catering, cold food and a' la carte; an active and dedicated advisory committee; the new state-of-the-art facility; one full-time recruiter; and one full-time student services representative.

Culinary Arts instructors are proud of their successes in preparing students for viable and long-term jobs in the food service industry. The instructor and staff realize that their duty is to maintain their standards, increase their knowledge, and grow with the changing trends in the industry. The increased stability of the program that comes with hiring new leadership is another strength of the program. The new executive director brings over 20 years of culinary and business experience as well as contacts from areas outside the region that can lead to enhanced externship opportunities.

It is especially beneficial to students to have two full-time employees available to troubleshoot problems, issues, and concerns. This is most notable in the arena of financial aid access and disbursement and advising. The college has recently hired a full-time recruiter with the intent of increasing the number of students in both culinary arts and baking and pastry programs.

The culinary arts program has a new facility that is well-equipped with modern appliances and technology. Technology is available in the kitchens and classrooms and has provided students and faculty with the skills necessary in today's workforce.

The advisory committee is an active and dedicated group of local area employers in the restaurant and hospitality industries. Many students complete the externship opportunity in the local area. Members of the advisory committee often serve as guest lecturers, provide opportunities in catering and hands-on experiences during the program. They actively hire a number of graduates from the program and use their connections on behalf of the 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?

This self study is of benefit to the program, the instructors and the college. It served to illustrate that the program is strong and does many things right. It also highlighted the areas in which the instructors, the program and the college can effect positive change, such as increased recruiting efforts. Work has begun on the areas that have been recognized as weak and to identify strategies that will enhance those areas of the program.

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

The Accreditation Liaison Officer (ALO) served as the lead on this project. Culinary arts instructors, executive and instructional directors, support staff and other key stakeholders met regularly to discuss the standards and how the program met the competencies. From that process, a draft of the study was created and circulated for review.

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

- Culinary Arts chefs/instructors
- Baking and Pastry chef/director
- Director, Oregon Coast Culinary Institute
- Instructional director for career and professional technical education
- Student services staff

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

- Dr. Joanna F. Blount, Assistant to the Vice President of Instruction and Student services
- Chef Nilda Garzelloni Dovale, Culinary Arts instructor
- Chef Shawn Hanlin, Director of OCCI
- Linda Kridelbaugh, Instructional Director
- Tom Nicholls, Director of Enrollment Management
- Kayla Pedey, Student Services representative
- Chef Tom Roberts, Culinary Arts instructor
- Dr. Stephen Schoonmaker, Vice President of Instruction and Student Services
- Chef Kevin Shaw, Director of Baking and Pastry

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

- Dr. Stephen Schoonmaker, Vice president of Instruction and Student Services
- Dr. Joanna F. Blount, Assistant to the Vice President of Instruction and Student services
- Linda Kridelbaugh, Instructional Director
- Chef Shawn Hanlin, Director of OCCI
- Chef Nilda Garzelloni Dovale, Culinary Arts instructor
- Chef Tom Roberts, Culinary Arts instructor
- Chef Kevin Shaw, Baking and Pastry Director

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

Accreditation by the ACF Accrediting Commission ensures a standard of excellence that students and prospective students benefit from. It also means that Southwestern's program has joined an elite club of educational institutions that exhibit the highest standards of hospitality, culinary and baking and pastry practices. This accreditation validates the programs mission in preparing students for successful culinary related careers.

On a practical note, it indicates that students have achieved specific educational outcomes, as measured objectively. It increases students' knowledge of industry standards and the level of professionalism. Accreditation also provides students with regional and national contacts to make the job seeking process less difficult. Accreditation also offers opportunities for instructors to maintain and enhance their skills and level of professional development.

The outcome is that students will receive a quality education that leads to successful careers in the culinary arts and hospitality industry.

EXHIBITS

1.0 PROGRAM ELIGIBILITY

1.1 Copies of documentation of legal licensure, institutional accreditation and/or certificate of approval by the Department of Education or comparable government agency

1.2 List of 10 recent graduates and their places of employment. Include name, address, and phone numbers for graduates **and** employers

2.0 PROGRAM MISSION AND GOALS

2.1 Sample of the review methods used in keeping the goals and objectives current with industry requirements

3.0 ORGANIZATION AND ADMINISTRATION

3.1 Organizational charts for the administrative structure of the institution and the program

3.2 Job descriptions for program related staff and instructor

3.3 Roster of Culinary Arts Advisory Committee members and their job titles and minutes for past year

3.4 Financial statement for the program for the last fiscal year - this can be the department budget, audited or unaudited

4.0 FACULTY AND STAFF

4.1 Instructor meeting minutes from the last year

4.2 Personnel data sheets for all full and part-time instructor (use Document F or Attachment B forms provided by the Commission; do not include resumes)

4.3 Teaching schedule in effect for time of the on-site visit

5.0 CURRICULUM

5.1 Completed "Required Knowledge and Competencies" with referenced course syllabi attached. (If applicable, Baking and Pastry programs have a separate set of competencies which are available from the ACF Education office)

5.2 Sample of all required documents used in the supervised work experience portion of the curriculum (if applicable)

5.3 Sample of lab evaluations

6.0 FACILITIES

6.1 List of major equipment used in the program

6.2 Diagram/floor plan of kitchen and/or lab facilities

6.3 Most recent sanitation inspection

7.0 STUDENT SERVICES

7.1 Retention statistics for the last two years

7.2 Current school catalogue and brochures used to advertise the program.

8.0 PROGRAM ASSESSMENT

8.1 Placement statistics for the last two years

8.2 Summary of recent assessment data and surveys: e.g., employer surveys, graduate follow-up studies, student evaluations, placement statistics, state reviews, etc. Blank forms are *only* a portion of this exhibit

8.3 Sample forms for faculty evaluations, curriculum assessment, outline process and program effectiveness

ADDITIONAL RESOURCE AVAILABLE IN READING ROOM

Advisory Committee Minutes

Assessments

Instructors

Student Evaluations

Institutional Surveys

Graduate Survey

Employer Phone Survey

Class Schedules

College Budget Document

College Catalog

2002-2003

2003-2004

2004-2005

2005-2006

2006-2007

Exam copies for each course

Externship folders

Faculty Meeting Minutes

Inventory/Resource List

Equipment

Media

Technology

Marketing material

Print

Web page

College CD

Portfolios

Faculty

Student

Self-Study Notebook

Student files

Current students

Graduates

Withdrawn students

Syllabi for each course/Lesson Plans

Textbooks for all courses

Other materials as requested

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NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES
COMMISSION ON COLLEGES AND UNIVERSITIES

June 26, 2002

Dr. Stephen J. Kridelbaugh
President
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420

Dear President ~~Kridelbaugh~~ ^{Shaw}:

On behalf of the Commission on Colleges and Universities, I am pleased to report that the accreditation of Southwestern Oregon Community College has been reaffirmed on the basis of the recent comprehensive self-study and full-scale evaluation. Congratulations on receiving this continued recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. Each institution needs to conduct a self-study and be visited by a full evaluation committee at least once every ten years, and during the fifth year, the institution is to submit an interim report and be visited by one or more Commission representatives. In the case of Southwestern Oregon Community College, the Commission requested that the College prepare a progress report in spring 2003 addressing General Recommendations 1, 1a and 1b of the 2002 Evaluation Committee Report. The Commission also requested that the College prepare a focused interim report and host an evaluation visit by a Commission representative in spring 2004. The report and evaluation are to address General Recommendations 1c, 2, 3 and 4 of the 2002 Evaluation Committee Report. The recommendations are enclosed for your convenience.

In the unlikely event the Commission should conclude that an institution is in danger of being unable to fulfill its mission and goals or to continue to meet the eligibility requirements, standards or related policies for accreditation, the Commission reserves the right to request that the institution receive an evaluation committee for a special review.

The Commission commends the College for its success in developing entrepreneurial activities and obtaining grants and contracts to meet student and community educational needs. The Commission finds laudable the College's commitment to and demonstrated achievement of quality in student publications and for its ongoing commitment to ensuring that student publications are the result of student efforts. The faculty, staff and students clearly benefit from a well-maintained and physically beautiful campus. Finally, the Commission applauds the extraordinary commitment of faculty and staff to ensuring students' academic success.

8060 165th Avenue NE, Suite 100, Redmond, Washington 98052
Telephone (425) 558-4224 Fax (425) 376-0596
www.nwccu.org

FILE

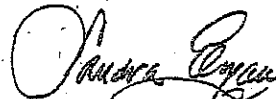
Dr. Stephen J. Kridelbaugh

June 26, 2002

Page Two

Again, congratulations on receiving this recognition. As you know, accreditation is an ongoing process and I encourage you to contact me regarding your thoughts on the full-scale evaluation process, suggestions for improving the process and for any assistance we may provide your institution.

Sincerely,



Sandra E. Elman
Executive Director

SE:a

Enclosure

cc: Ms. Lynda S. Hatfield, Dean of Instruction

Ms. Cam Preis-Braly, Commissioner, Department of Community Colleges and Workforce Development

OREGON COAST CULINARY INSTITUTE

Student Information		Employment Information	
Name Telephone Address	Michael Castaldo 541-888-8474 63736 Wallace Rd Coos Bay, OR 97420	Company Name Telephone Address	Shutter Creek Correctional Institution 541-756-6666 95200 Shutters Landing North Bend, OR 97459
Job Title Grad Date	Food Service Coordinator 11/16/2006	Contact Name Contact Title Verify Emp Date	David Dawson Food Service Manager 2/9/2007
Name Telephone Address	Lori Claiborne 541-404-8254 1660 Newmark Ave #24 Coos Bay, OR 97420	Company Name Telephone Address	self-employed
Job Title Grad Date	Personal Chef 6/15/2006	Contact Name Contact Title Verify Emp Date	
Name Telephone Address	Oscar Sermeno 541-751-1914 510 Clark St North Bend, OR 97459	Company Name Telephone Address	Red Lion Hotel 541-267-4141 1313 N Bayshore Dr Coos Bay, OR 97420
Job Title Grad Date	Executive Chef 9/25/2003	Contact Name Contact Title Verify Emp Date	Joseph Monahan General Manager 8/1/1999
Name Telephone Address	Jaqueline Lawrence 541-347-4910 PO Box 1183 Bandon, OR 97411	Company Name Telephone Address	Cranberry Sweets PO Box 501 Bandon, OR 97411
Job Title Grad Date	10/21/2005	Contact Name Contact Title Verify Emp Date	
Name Telephone Address	Brooke Oelke 66470 E Bay RD North Bend, OR 97459	Company Name Telephone Address	The Bandon Dunes 541-347-4380 57744 Round Lake Dr Bandon, OR 97411
Job Title Grad Date	4/28/2005	Contact Name Contact Title Verify Emp Date	

OREGON COAST CULINARY INSTITUTE

Student Information		Employment Information	
Name Telephone Address Job Title Grad Date	Jessica Thraxton 541-297-6022 959 N Collier St Coquille, OR 97423 12/06/2003	Company Name Telephone Address Contact Name Contact Title Verify Emp Date	The Bandon Dunes 541-347-4380 57744 Round Lake Dr Bandon, OR 97411
Name Telephone Address Job Title Grad Date	Anthony Holcomb 541-892-7233 888 Vermont St Apt B North Bend, OR 97459 Chef 9/11/2003	Company Name Telephone Address Contact Name Contact Title Verify Emp Date	The Wheel House 541-347-9331 125 Chicago Ave Bandon, OR 97411 Rick Haase Executive Chef
Name Telephone Address Job Title Grad Date	Jessica Simoes 971-237-0365 256 E Main St Sheridan, OR 97378 Cook 11/30/2005	Company Name Telephone Address Contact Name Contact Title Verify Emp Date	Sprit Mountain Casino 800-760-7977 27100 SW Salmon River HWY Grande Ronde, OR 97347 Debbie Abrames Payroll Specialist 6/24/2003
Name Telephone Address Job Title Grad Date	Bobbie Moniz 541-888-3100 PO Box 3236 Coos Bay, OR 97420 5/03/2004	CompanyName Telephone Address Contact Name Contact Title Verify Emp Date	The Hearthsides Rehabilitation and Specialty Care 541-267-2161 2625 Koos Bay Blvd Coos Bay, OR 97420
Name Telephone Address Job Title Grad Date	Jessica Combs	Company Name Telephone Address Contact Name Contact Title Verify Emp Date	

Sample of Review Methods Used
Annual Review of Culinary Arts Program

Spring 2007	<ul style="list-style-type: none"> • ACF Site Visit May 21-23, 2007
Winter 2007	<ul style="list-style-type: none"> • Regular meeting with Advisory Committee, March 19 • Review program changes for 2007-2008 catalog • Review strategies for program recruitment • Finalize ACF accreditation document • Newly hired Executive Director begins • College Assessment Process
Fall 2006	<ul style="list-style-type: none"> • Regular meeting with Advisory Committee, November 8 • Articulate program and mentorship with high schools in AK, CA, ID, NV, OR, and WA • Appoint interim director, OCCI • Re-advertise and hire Executive Director, OCCI position • Recommend and finalize program and curriculum changes for 07-08 catalog • Faculty discuss ways to improve teaching and learning • Implementation of externship process • 16-Project Improvement Plan Written
Summer 2006	<ul style="list-style-type: none"> • Advertise and hire Executive Director, OCCI position • Review ACF Self Study • Review of hours and competencies of program • Development of externship process
Spring 2006	<ul style="list-style-type: none"> • Review ACF Self Study requirements • Implement survey of students, and employers for program effectiveness • Review expectations and process of the externship requirement for the program
Winter 2006	<ul style="list-style-type: none"> • Review departmental mission and goals • Review process for externship opportunities
Fall 2005	<ul style="list-style-type: none"> • Review curriculum and program changes • Review externship process • Recommend changes in program and curriculum for 2006 -2007

Oregon Coast Culinary Institute

List of Exit Competencies

Culinary Skills

- Identify and apply cooking techniques and preparation methods for hot and cold food.
- Demonstrate a proficiency in basic knife skill requirements.
- Utilize the flavor layering and flavor profile concept and process.
- Explain the variety in culture and cooking techniques of American, regional and international cuisine.
- Demonstrate the total utilization concept.
- Demonstration traditional and modern plate, table and buffet preparations.
- Prepare a variety of classic and modern charcuterie product, hors d'oeuvres, and appetizers.
- Demonstrate the ability to prepare basic stocks, soups and sauces.
- Demonstrate a knowledge and ability to prepare different methods of cookery of vegetables and starches.

Baking and Pastry Skills

- Prepare bread: yeast, raised dough, laminated dough; cakes; pies; roll cookies; and pastries.
- Prepare a variety of cakes and icings and utilize various decorating styles and techniques.
- Prepare a variety of meringues, creams, custards, puddings, and related sauces.
- Prepare a variety of fritters, crepes, cobblers, crisps, soufflés, ice creams, sorbets, fillings and toppings.
- Identify, select, and demonstrate the use of various chocolates, and the common uses for the decoration process.
- List and explain the application of mixes and other convenience and labor saving products pertaining to the baking process.

Meat Fabrication and Processing

- Identify primal, sub-primal and market cuts of beef, veal, pork, lamb, game and poultry.
- Fabricate fish and seafood.
- Fabricate meats and game.
- Fabricate poultry and fowl.
- Process meats into force meats and other secondary food products.

Purchasing and Product Identification

- Utilize the concept of cost control, purchasing, receiving, and issuing practices in foods service operations.
- Able to apply knowledge of quality standards and regulations governing food products to purchasing.
- Receive and store food items properly.
- Explain the impact of cost, purchasing, and profit.

Nutrition

- Describe the characteristics, functions and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage to achieve dietary benefits.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.

International Cuisine

- Describe the foundation and characteristics of major international cookery such as: Hispanic, Asian, Classical European, Middle Eastern and African cuisine.

American Regional Cuisine

- Describe the historic evolution of pre-colonial cuisine and agriculture of the Americas.
- Describe the various developments which lead to the foundation of American regional cooking.
- Identify indigenous ingredients and preparation methods.

Catering, Banqueting and Buffet

- Demonstrate menu planning and discussion for catering/banqueting and buffet event.
- Differentiate between the concepts and operations of in-house, off-site, and mobile unit catering.

Current Trends

- Describe the various developments and trends in the food service industry.
- Demonstrate the new concepts in cooking methods, ingredients, and culture development.

Dining room Operations/Beverage Management

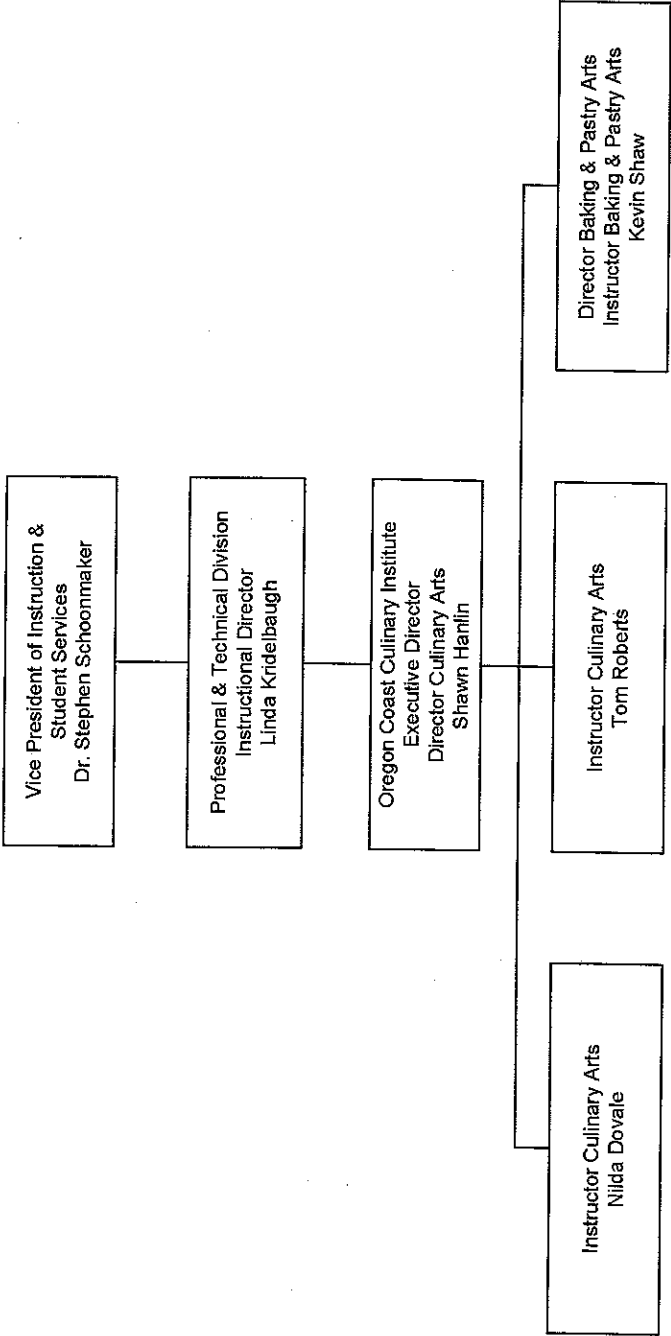
- Describe the roles and responsibilities of the front of the house.
- Perform proper service techniques including quality customer services.
- Identify level of intoxication and methods to control consumption by guests.
- Explain major classifications of wines, beers, and spirits.
- Describe the fundamentals of bar and beverage management.

Leadership Skills

- Demonstrate supervisory skills and abilities.
- Set us mise en place efficiently.
- Identify problems and use critical thinking skills to resolve issues.
- Demonstrate a sense of urgency in all tasks related to food preparation and service.

Computer skills

- Recognize the use of computers and technology in the food service industry.

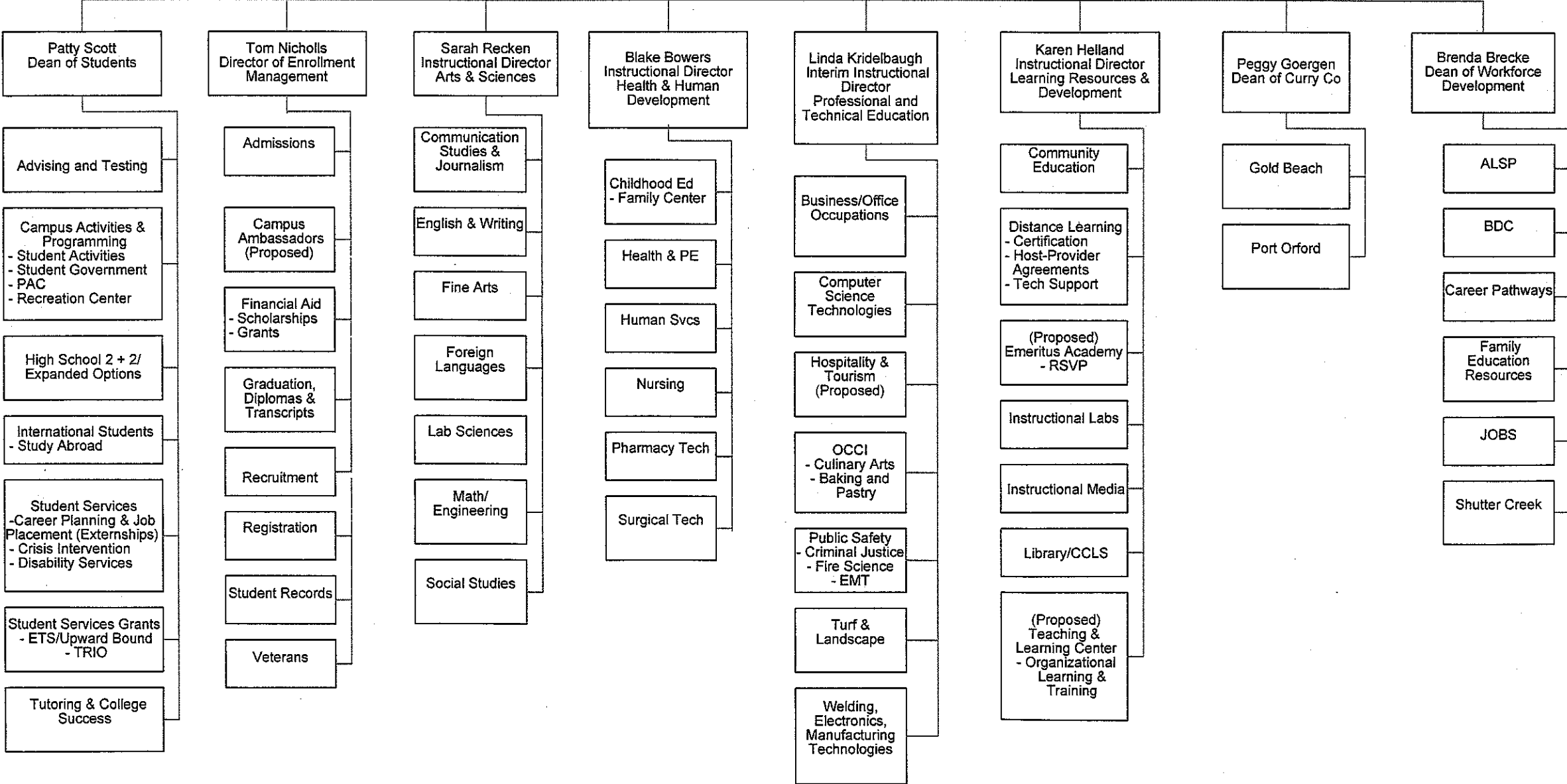


Dr. Stephen Schoonmaker
Vice President of Instruction and Student Services

Kristi Rayevich
Admin Assistant to
the Vice President

Joanna Blount
Assistant to the
Vice President

Robin Bunnell
Instructional
Researcher



**SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION**

EXECUTIVE DIRECTOR OF OREGON COAST CULINARY INSTITUTE

Revised Date: September 25, 2006
Status: Full-time Exempt Administrator
Reports To: Instructional Director, Professional and Technical Education
Evaluation: Annually

PRIMARY PURPOSE: To manage the Oregon Coast Culinary Institute including purchasing, budget monitoring, scheduling, curriculum and degree development, instruction, marketing and recruiting, and advising.

ESSENTIAL JOB FUNCTIONS

1. Manage day-to-day operations of the Oregon Coast Culinary Institute to meet and/or exceed industry standards, including the establishment and maintenance of a safe workplace and an environment conducive to effective teaching and learning. Develop and assist the instructional director with the management and monitoring of all institute-related budgets as an auxiliary, profit center operation.
2. Provide curricular leadership for all culinary arts courses offered through the institute (both credit and non-credit), especially for the culinary arts and baking and pastry degree programs. Coordinate course scheduling and instructional material acquisition, inventory, distribution, maintenance, and return. Assist the instructional director in the recruitment, hiring, assigning, mentoring, and evaluation of qualified culinary instructors.
3. Work with local, regional, national and international employers to develop substantive externship and job placement opportunities. Cultivate consistently positive relationships with internal and external constituencies.
4. Lead the development of marketing and recruitment strategies for the institute. Effectively coordinate the advisement of enrolled students to promote success, retention, degree and certificate completion, and job placement.
5. Other duties as assigned.

OTHER ERGONOMIC REQUIREMENTS

Position may require the employee to bend, lift, stoop, crouch and perform similar movements while performing essential and marginal job functions. All individuals are required to be able to perform these movements without a significant risk of injury, with or without accommodation, or to otherwise demonstrate or explain how they can perform the functions listed above.

MINIMUM QUALIFICATION STANDARDS:

Successful applicants for this position must possess the following knowledge, skills and abilities, or be able to explain and demonstrate that they can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities:

1. A combination of experience equivalent to at least six years in the culinary arts field, including a least two (2) successful years full-time (or the equivalent in combined part-time) performing each of the following responsibilities: a working chef, teaching experience, and management of a restaurant, culinary arts program, commercial kitchen or related business.
2. Ability to obtain a valid Oregon driver's license. Ability to obtain a valid food handler's card.

PREFERRED QUALIFICATION STANDARDS:

Applicants for this position possessing one or more of the following knowledge, skills and abilities will receive preferred consideration through the selection process:

1. Bachelor's degree in culinary arts or related field
2. Certified Executive Chef and/or Certified Culinary Educator.
3. Five (5) or more years of successful management for a large culinary based operation (e.g., hotel, restaurant, culinary school, etc.).
4. Demonstrated ability developing curriculum responsive to business and industry needs, and experience reviewing curriculum to course/program approval, and certification, standards.
5. A broad base of national and/or international connections within the industry.
6. Successful participation in regional, national, and/or international culinary competitions as an individual; and/or advisement of student culinary teams.
7. Ability to work effectively, and cooperate, with college faculty and staff at all levels; consistently operate within the framework of collegiality and teamwork for problem solving in the workplace; and demonstrate effective team building, alternative teaching methodology implementation, and group facilitation skills.
8. Demonstrated budget planning, management, and monitoring skills.
9. Ability to communicate effectively, both orally and in writing, with people of diverse educational, cultural, and generational backgrounds.
10. Familiarity with state health department regulations and industry standards for safety and sanitation.
11. Sufficient computer literacy to use word processing, spreadsheet presentation, and database software to produce correspondence, documents, and reports as required by the position.

Date: April, 2005

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION**

CULINARY ARTS INSTRUCTOR

Southwestern is a vibrant, high performance, innovative, entrepreneurial, student-centered college. In addition to specific job duties associated with this position, the employee is expected to actively participate in student recruitment, student retention, successful student achievement, K-12 and business/industry partnerships, and seeking external funding through the grants office.

STATUS: Adjunct Faculty Position **SALARY SCHEDULE:** Per Federation Contract
TERMS: 12-month/248 days, Per Federation Contract **INITIAL PLACEMENT:** Per Federation Contract

REPORTS TO: Director of Oregon Coast Culinary Institute
EVALUATION: Performance will be evaluated in accordance with the faculty union contract and administrative procedures.

PRIMARY PURPOSE:

To instruct and supervise students in culinary arts programs.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Teach a range of culinary courses to students, which may include basic food preparation, sanitation and safety, a la carte cooking, advanced garde manger, nutrition and international cuisines. Delivery of instruction may include distance delivery through online and IPV modalities as well as face to face instruction.
2. Work effectively as a team member using written and oral communication skills, organization skills, interpersonal skills with students and others in developing course content, objectives, standards, program curriculum, grading and instructional methods. Facilitate a collaborative learning environment.
3. Create a course syllabus for each course taught which includes, but is not limited to, course objectives, course structure, materials to be covered, grading criteria, due dates for materials, exam dates and office hours.
4. Design supplemental teaching materials. Faculty are responsible for developing and designing materials to enhance and supplement classroom instruction including, but not limited to, various forms of audio-visual materials, handouts, graphics, exercises and material to be placed in the learning hub and other teaching materials, and for checking all materials used for quality and suitability.
5. Supervise and evaluate student's learning and practice in culinary arts in the campus lab. Turn in grades according to college policy and procedure.
6. Demonstrates continued professional growth by staying current in and expanding knowledge of subject area through a plan of professional development submitted to the Division Director and the Dean of Instruction concurrent with evaluation.
7. Monitors program performance, develops goals to maintain program at a level of excellence that meets institutional, state, and accreditation standards.
8. Participate in faculty meetings and other meetings as requested. . . Serve on faculty committees both in the department, division and in the faculty at large as appointed.
9. All faculty are expected to participate in and provide information necessary for the recruitment of students into their programs; and the marketing of courses, programs, and the college. This may include travel and working with students and faculty in high schools, colleges and other institutions, and public and private agencies.

MARGINAL JOB FUNCTIONS

1. Use of computers for administrative tasks (including word processing, advising and student record keeping, Internet applications) and instructional purposes (including computer lab, CROM, and Internet applications).
2. Development of non-traditional delivery strategies (especially individualized and distance learning) and formats for education (e.g. workshops, community discussion groups, etc.)

3. Curriculum development and revision of existing courses (including course content, objectives, standards, and instructional methods).
4. Attend conferences and professional meetings.
5. Attend commencement ceremonies each year.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

1. Prior to the granting of tenure, faculty will complete the LENS training program which has modules in the following areas: positive learning environment, learning outcomes and competencies, teaching and learning strategies, using educational technology, assessment, instructional evaluation, and fostering innovation. Prior education and substitutions can only be approved by the dean of instruction.
2. It is expected that all faculty members will be computer literate, which includes the ability to use word processing, the ability to access student information for the purpose of advising and student record keeping, and familiarity with the use and creation of software for the enhancement of instruction.
3. Mastery of the subject area at a sufficient level to instruct students in the knowledge, skills and attitudes requisite for success in the course in the curriculum.
4. Knowledge of or ability to learn teaching methodology for the instruction of students of a variety of ages, backgrounds and learning abilities. Includes the ability to adapt to various audiences, to find various explanations and to facilitate various learning styles.
5. Ability to work with and cooperate with college faculty and staff at all levels. Work effectively as a team member using oral communication skills, organizational skills, and interpersonal skills with the Dean of Instruction, Division Director, other faculty, staff and related industry/businesses in developing course content, objectives, standards, program curriculum, grading and instructional methods.
6. The ability to communicate effectively in writing, using the English language, with or without the use of auxiliary aids or services.
7. The ability to keep current and up-to-date in the subject area include clinical skills and teaching methodology through review, understanding and application of concepts presented in training programs, conferences, course work and/or professional literature.
8. A level of computer literacy sufficient to use software such as word processing, spreadsheets and databases to produce correspondence, documents, and reports as required by the position.
9. Willingness to travel and/or teach at various hours as required.
10. Ability to evaluate student programs both empirically and holistically and to prescribe and develop curriculum materials for individuals and classes.

ERGONOMIC AND/OR OTHER REQUIREMENTS

Primarily indoor classroom working environment. Position may require the employee to lift up to 35 pounds unassisted, stand for periods of time during work shift, stoop, crouch or bend, or perform other, similar functions to carry out essential and marginal job functions. All individuals are required to be able to perform these movements without a significant risk of injury, with or without accommodation, or to otherwise demonstrate or explain how they can perform the functions listed above.

QUALIFICATION STANDARDS

- Education:** Associates degree (Bachelors' preferred) in culinary arts plus proficiency and a high level of competency in the field.
- Experience:**
- (a) Demonstrated ability to work independently and professionally in areas of instruction and course/curriculum development,
 - (b) Demonstrated ability to work with students with a wide range of ages, backgrounds and academic preparedness, and
 - (c) Demonstrated commitment to teaching and mentoring students.
- Certification:** Hold a CCC certification. Willing to earn CCE (Certified Culinary Educator).

NON-DISCRIMINATION:

It is the policy of the Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

SIGNATURES

College President

Date

Human Resources

Date

EEO Officer

Date

Revised 04/05

Date: April, 2005

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION**

CULINARY ARTS PASTRY/BAKING INSTRUCTOR

Southwestern is a vibrant, high performance, innovative, entrepreneurial, student-centered college. In addition to specific job duties associated with this position, the employee is expected to actively participate in student recruitment, student retention, successful student achievement, K-12 and business/industry partnerships, and seeking external funding through the grants office.

STATUS:	Adjunct Faculty Position	SALARY SCHEDULE:	Per Federation Contract
TERMS:	12-month/248 days, Per Federation Contract	INITIAL PLACEMENT:	Per Federation Contract
REPORTS TO:	Director of Oregon Coast Culinary Institute		
EVALUATION:	Performance will be evaluated in accordance with the faculty union contract and administrative procedures.		

PRIMARY PURPOSE:

To instruct and supervise students in culinary arts programs.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Teach a range of culinary and pastry courses to students, which may include basic food preparation, sanitation and safety, frozen desserts, cakes, tortes, and laminated doughs, syrups and sauces, chocolate and advanced pastry. Delivery of instruction may include distance delivery through online and IPV modalities as well as face to face instruction.
2. Work effectively as a team member using written and oral communication skills, organization skills, interpersonal skills with students and others in developing course content, objectives, standards, program curriculum, grading and instructional methods. Facilitate a collaborative learning environment.
3. Create a course syllabus for each course taught which includes, but is not limited to, course objectives, course structure, materials to be covered, grading criteria, due dates for materials, exam dates and office hours.
4. Design supplemental teaching materials. Faculty are responsible for developing and designing materials to enhance and supplement classroom instruction including, but not limited to, various forms of audio-visual materials, handouts, graphics, exercises and material to be placed in the learning hub and other teaching materials, and for checking all materials used for quality and suitability.
5. Supervise and evaluate student's learning and practice in culinary arts in the campus lab. Turn in grades according to college policy and procedure.
6. Demonstrates continued professional growth by staying current in and expanding knowledge of subject area through a plan of professional development submitted to the Division Director and the Dean of Instruction concurrent with evaluation.
7. Monitors program performance, develops goals to maintain program at a level of excellence that meets institutional, state, and accreditation standards.
8. Participate in faculty meetings and other meetings as requested. . Serve on faculty committees both in the department, division and in the faculty at large as appointed.
9. All faculty are expected to participate in and provide information necessary for the recruitment of students into their programs; and the marketing of courses, programs, and the college. This may include travel and working with students and faculty in high schools, colleges and other institutions, and public and private agencies.

MARGINAL JOB FUNCTIONS

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REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

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2. It is expected that all faculty members will be computer literate, which includes the ability to use word processing, the ability to access student information for the purpose of advising and student record keeping, and familiarity with the use and creation of software for the enhancement of instruction.
3. Mastery of the subject area at a sufficient level to instruct students in the knowledge, skills and attitudes requisite for success in the course in the curriculum.
4. Knowledge of or ability to learn teaching methodology for the instruction of students of a variety of ages, backgrounds and learning abilities. Includes the ability to adapt to various audiences, to find various explanations and to facilitate various learning styles.
5. Ability to work with and cooperate with college faculty and staff at all levels. Work effectively as a team member using oral communication skills, organizational skills, and interpersonal skills with the Dean of Instruction, Division Director, other faculty, staff and related industry/businesses in developing course content, objectives, standards, program curriculum, grading and instructional methods.
6. The ability to communicate effectively in writing, using the English language, with or without the use of auxiliary aids or services.
7. The ability to keep current and up-to-date in the subject area include clinical skills and teaching methodology through review, understanding and application of concepts presented in training programs, conferences, course work and/or professional literature.
8. A level of computer literacy sufficient to use software such as word processing, spreadsheets and databases to produce correspondence, documents, and reports as required by the position.
9. Willingness to travel and/or teach at various hours as required.

ERGONOMIC AND/OR OTHER REQUIREMENTS

Primarily indoor classroom working environment. Position may require the employee to lift up to 35 pounds unassisted, stand for periods of time during work shift, stoop, crouch or bend, or perform other, similar functions to carry out essential and marginal job functions. All individuals are required to be able to perform these movements without a significant risk of injury, with or without accommodation, or to otherwise demonstrate or explain how they can perform the functions listed above.

QUALIFICATION STANDARDS

- Education:** Associates degree in Culinary Arts plus ACF certification as a CEPC (certified executive pastry chef) proving.
- Experience:** Proficiency and a high level of competency in the field as demonstrated by a minimum of seven years experience in business, industry or education, plus experience in sugar and chocolate work.
- Preferences:** Teaching experience in a community college or high school pastry and baking program, demonstrated ability to work independently and professionally in areas of instruction and course/curriculum development, demonstrated ability to work with students with a wide range of ages, backgrounds and academic preparedness, and/or demonstrated commitment to teaching and mentoring students.

NON-DISCRIMINATION:

It is the policy of the Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

SIGNATURES

College President

Date

Human Resources

Date

EEO Officer

Date

Revised

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION**

OCCI Student Services Representative

Date: June, 2005
Status: Full-time Classified 40 hours/wk
Reports to: Director of Admissions and Recruiting
Evaluation: Annually
Level: G

PRIMARY PURPOSE: Assist new and continuing OCCI students with the admission, advising, registration, financial aid and payment plan process. Work closely with prospective and current students to identify and procure appropriate funding from federal, state, private, alternative loans, scholarship and agency sources, proactively engage currently enrolled students to improve retention, assisting them to overcome barriers to success. Participate as needed in the student recruitment process.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Solely responsible for assisting OCCI students through the financial aid process. Independently review and determine the completeness and accuracy of all information provided in applying for Title IV funds, alternative loans, scholarships and agency funds.
2. Solely responsible for monitoring OCCI students' accounts receivable balances and providing individual assistance including academic advising, registration, applying for federal financial aid, scholarships and loans, and setting up payment plans by utilizing independent judgment to appropriately assist students on a case-by-case basis.
3. Support prospective and current students in completing all required paperwork for Title IV funds, alternative loans and additional scholarship or funding sources.
4. Assist in assessing the interest and financial capacity of OCCI prospects, monitor eligibility, and make recommendations for institutional aid that successfully leverage OCCI net fee revenue.
5. Assist in the development and implementation of services to retain enrolled students and reduce accounts receivable write-off to achieve budgeted revenue targets.
6. Assist in the coordination and implementation of an orientation program for new OCCI students.

7. Assist in OCCI recruitment efforts including direct mail, Web, high school visits, college fairs, prospect follow-up, campus visits and tours, parent contacts, advising, financial aid, admissions and registration.
8. Assist in the continuous tracking and grading of prospects, monitoring of admission status and assessing the need for additional recruitment efforts while maintaining and protecting the integrity of system records in all related Colleague modules.
9. Support and participate in other College recruiting activities, as required, including materials development, prospect identification, college fairs, campus visits and tours and prospect follow-up.
10. Provide excellent customer service to all students. Exercise strong interpersonal skills that will consistently cultivate positive relationships with internal and external constituencies.

MARGINAL JOB DUTIES

1. Maintain office records, files and computer data in an effective system, useable to other staff.
2. Complete College forms such as purchase orders, check requests and travel reimbursements.
3. Ability to assess and direct inquiry requests to appropriate sources of information at the College and within the community.
4. Attend meetings and training sessions as directed.
5. Follow safety procedures and maintain work area in clean, safe, orderly manner.
6. Perform related tasks as assigned or directed.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

Individuals must possess the following knowledge, skills, and abilities or be able to explain and demonstrate that they can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.

1. Effective oral and written communication skills, Knowledge of grammar, spelling, and correct English. Ability to proofread.
2. Ability to perform data entry and access various files in Colleague management information system. Exhibit a high level of computer literacy, sufficient to use software such as word processing, spreadsheets, and databases to produce correspondence, documents and reports.

3. Ability to understand the integration of Colleague modules including Communications Management, Admissions Students, Financial Aid, Registration, Housing, and Cash Receipts.
4. Ability to deal effectively with persons of diverse ages, nationalities, backgrounds, and values in individual and group situations.
5. Effective and safe operation of standard office equipment and principles of safety applicable to the office environment.
6. Strong time management skills to support efficient work production and meet deadlines.
7. Ability to work and cooperate with staff, at all levels, consistently operate within the framework of collegiality and teamwork, using problem solving in the workplace.

ERGONOMIC AND/OR OTHER REQUIREMENTS

Primarily indoor classroom working environment. Position may require the employee to lift up to 35 pounds unassisted, stand for periods of time during work shift, stoop, crouch or bend, or perform other, similar functions to carry out essential and marginal job functions. All individuals are required to be able to perform these movements without a significant risk of injury, with or without accommodation, or to otherwise demonstrate or explain how they can perform the functions listed above.

QUALIFICATION STANDARDS:

Education: Associate degree or equivalent.

Experience: One year experience in financial aid, accounts payable, admissions, marketing, recruiting, advising, student activities or a related area, preferably in a higher education setting.

NON-DISCRIMINATION:

It is the policy of the Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION**

OCCI Recruiting, Advising and Retention Specialist

Date: January 2005
Status: Full-time, exempt MAASC, 12 month position
Reports to: Director of Admissions and Recruiting
Evaluation: Annually

PRIMARY PURPOSE: Identify, cultivate, enroll and retain students in OCCI. Includes visits to high schools, attending college fairs, conducting campus tours and prospect follow-up. Assist new and continuing students with the admission, advising, registration, financial aid and payment plan process. Work closely with prospective students to procure appropriate alternative loans and funding. Proactively engage currently enrolled students to improve retention, assisting them to overcome barriers to success.

Southwestern is a vibrant, high performance, innovative, entrepreneurial, student-centered college. In addition to specific job duties associated with this position, the employee is expected to actively participate in student recruitment, student retention, successful student achievement, K-12 and business/industry partnerships, and seeking external funding through the grants office.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Coordinate OCCI recruiting efforts including direct mail, Web, high school visits, college fairs, prospect follow-up, campus visits and tours, parent contacts, advising, financial aid, admissions and registration.
2. Independently assess the interest and financial capacity of OCCI prospects and make commitments for tuition scholarships that successfully leverage OCCI net fee revenue.
3. Develop articulation agreements with ProStart programs at high schools.
4. Develop and implement a successful tele-recruiting program resulting in increased admissions and attendance at OCCI.
5. Exercise independent judgment to continuously track and grade prospects, monitor admission status and assess the need for additional recruitment efforts while maintaining and protecting the integrity of system records in all related modules.
6. Monitor enrolled students' academic progress, accounts receivable balances and provide individual assistance including academic advising, registration, applying for financial aid, scholarships and loans and setting up payment plans. Develop and implement services to retain enrolled students and reduce accounts receivable write-offs to achieve budgeted revenue targets.

7. Plan, coordinate and implement an orientation program for new OCCI students.
8. Hire, supervise and train student employees to participate effectively in the recruitment process.
9. Represent OCCI at college fairs, high school visits, ProStart competitions, American Culinary Federation events and other marketing activities.
10. Assist students in identifying and clarifying their long-term academic and career goals.
11. Support and participate in other College recruiting activities, as required, including materials development, prospect identification, college fairs, campus visits and tours and prospect follow-up.
12. Provide excellent customer service to all students. Exercise strong interpersonal skills that will consistently cultivate positive relationships with internal and external constituencies.

MARGINAL JOB DUTIES

1. Maintain office records, files and computer data in an effective system, useable to other staff.
2. Complete College forms such as purchase orders, check requests and travel reimbursements.
3. Ability to assess and direct inquiry requests to appropriate sources of information at the College and within the community.
4. Attend meetings and training sessions as directed.
5. Follow safety procedures and maintain work area in clean, safe, orderly manner.
6. Perform related tasks as assigned or directed.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

Individuals must possess the following knowledge, skills, and abilities or be able to explain and demonstrate that they can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.

1. Effective oral and written communication skills. Knowledge of grammar, spelling, and correct English. Ability to proofread.
2. Ability to perform data entry and access various files in Colleague management information system. Exhibit a high level of computer literacy, sufficient to use software such as word processing, spreadsheets, and databases to produce correspondence, documents and reports.
3. Ability to understand the integration of Colleague modules including Communications Management, Admissions/Recruitment, Students, Financial Aid, Registration, Housing, and Cash Receipts.
4. Ability to deal effectively with persons of diverse ages, nationalities, backgrounds, and values in individual and group situations.

5. Effective and safe operation of standard office equipment and principles of safety applicable to the office environment.
6. Strong time management skills to support efficient work production and meet deadlines.
7. Ability to work and cooperate with staff, at all levels, consistently operate within the framework of collegiality and teamwork, using problem solving in the workplace.

OTHER ERGONOMIC REQUIREMENTS

Position requires frequent standing and walking and occasional lifting of more than 20 pounds, assisted. Requires getting under tables when setting up equipment. Indoor working environment with frequent distractions and working with electrical devices which have minimal hazards. All individuals are required to be able to perform the above without a significant risk of injury, with or without accommodation or to otherwise demonstrate or explain how they can perform the essential functions listed above.

QUALIFICATION STANDARDS:

1. Education: Bachelor's degree preferred; associates degree required.
2. Experience: Two years experience in admissions, marketing, recruiting, advising, student activities or a related area, preferably in a higher education setting.

NON-DISCRIMINATION:

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SIGNATURES

Supervisor

Date

Manager

Date

College President

Date

EEO Review

Date

FirstName	LastName	Business	Address	City	State	Zip	Phone	Email	Comment
Oscar	Semeno	Red Lion Inn	1313 N. Bayshore Dr	Coos Bay	OR	97420	541-269-4081		Graduate of Program
Rich	Jackson	Chives Restaurant	29212 Ellensburg Ave	Gold Beach	OR	97444	541-247-4121		Employer
Nilida	DoVale	Oregon Coast Culinary Institute	1988 Newmark Ave	Coos Bay	OR	97420	541-888-1544		Faculty Member
Jardin	Kazaar	The Black Market Gourmet	495 Central Ave.	Coos Bay,	OR	97420	541-269-0194		Employer
Tara	Shaw	Premier Food Services	1988 Newmark Ave.	Coos Bay,	OR	97420			Employer
Don	McCradic	Bandon Dunes	Bandon Dunes Resort	Bandon	OR	97411	541-347-5734		Employer
Jon	Richards	Small Business Dev. Center	1988 Newmark Ave	Coos Bay	OR	97420	541-756-6445		Business Development
Rob	Pounding	Black Fish Cafe	2733 NW Hwy 101	Lincoln City	OR	97367	541-996-1007		Employer
Rich	Iverson	Lord Bennett's Restaurant	1695 Beach Loop Dr. SW	Bandon	OR	97411	541-347-3663		Employer
Dan	Catania	The Mill Casino-Hotel	320 Tremont St.	North Bend	OR	97459	541-756-8800		Employer
Joe	Benetti	Benetti's Italian Restaurant	260 S Broadway	Coos Bay	OR	97420	541-267-6066		Employer
Reggie	Muncy	Premier Distributors, Inc.	840 Front Street	Coos Bay	OR	97420	541-267-3483 x7227		Sales Representative, Great Wine Steward Experience

November 20, 2006

To: OCCI Advisory Committee Members
From: Steve Kridelbaugh, Interim OCCI Director *SKR*
Subj: Minutes of November 8, 2006, Advisory Body Meeting.

Enclosed are the minutes of our November 8, 2006, Advisory Body meeting. I want to thank all of you for your attendance and thoughts on how our programs can be improved to better serve our students and the food service industry. You are critical to our success!

We will work on some of the specific suggestions that you made at this meeting and you will have a report on their progress at the next Advisory Body meeting as well as an update on all programs that have been discussed with you. The next Advisory Body meeting will be scheduled for late winter or early spring in 2007. -

Some updates:

- We will have our Limited On-Premises Liquor License tomorrow, November 21, 2006. All interested students will take the Alcohol Servers Course on December 5, 2006.
- Interviews with the three finalists for the Director's position will be accomplished by early December. Hopefully, a permanent director will be hired and working in January, 2007.

We wish all of you the best in the upcoming Holiday Season both personally and professionally. It was a pleasure to meet all of you and to share "bread". If you have any questions about anything please do not hesitate to call upon us.

c: OCCI Staff, and Stephen Schoonmaker



OREGON COAST
CULINARY
INSTITUTE

1988 NEWMARK
COOS BAY
OREGON 97420

1.877.895.CHEF
1.541.888.7195
FAX: 1.541.888.7247

WWW.OCCI.NET

ARTICULATE AND JOIN US

The Oregon Coast Culinary Institute (OCCI) announces a new articulation and mentorship agreement between OCCI and high schools in Alaska, California, Idaho, Nevada, Oregon, and Washington that have food preparation programs that are affiliated with one of the following programs: ProStart, Skills USA, or Family, Careers and Community Leaders of America. The new articulation program will benefit both the graduates of high schools that wish to pursue culinary arts as a career and the culinary arts programs in high schools.



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- A \$600.00 scholarship for a high school graduate from an articulated school to attend one of the two degree programs offered by OCCI in Culinary Arts and Baking and Pastry. The student must exercise this option within two years of graduating from high school.
- Students exercising early commitment enrollment will receive a 10% discount on their externship fees once the externship is completed – available only for students from articulated high schools.
- The Oregon Coast Culinary Institute recognizes the difficulty in running a successful culinary program in today's high schools. OCCI will provide each articulated high school an annual cash award of \$250.00 towards reimbursement for the purchase of equipment for food preparation.
- An Instructor from OCCI will make a minimum of one visit per year to an articulated high school culinary program for cooking demonstration and counseling purposes.
- A dual credit program if the articulated high school courses meet the learning objectives of OCCI courses. This decision would be based upon a review by OCCI Chefs and/or directors of content and learning objectives in the articulated high school food preparation courses.
- Enrollment preference in OCCI's summer one-week intensive culinary workshop for high school age students – "Cookin' Up a Storm".
- Access for all articulated high schools to OCCI's web site and video streaming demonstrations of the most widely requested recipes on the Internet, including recipes from "Cooking with Jardin" and "The Five-Minute Gourmet"(in development).

If you would like to have more information, please contact:

Dr. Stephen Kridelbaugh, Interim Director

Oregon Coast Culinary Institute

1988 Newmark Ave.

Coos Bay, OR 97420

V(541) 888-1546

F(541) 888-7454

skridelbaugh@secc.edu

Agenda
OCCI Advisory Committee Meeting
November 8, 2006

We will begin the Advisory Meeting promptly at 5:30 pm and conclude by 7:00 pm. This will be a dinner meeting.

1.) Introductions **5:30 pm**

2.) History of OCCI and its Programs **5:40 pm**

The Culinary Program started operations in 2001 after a two-year, extensive, feasibility, study by the College. After four years in a temporary facility in Coos Bay, in 2005 the program moved into a new 17,000 sq. ft. building on Southwestern's campus which was constructed at a cost of \$3.7 million dollars. The Baking and Pastry program was added to the Culinary Arts program in 2005. Initially, the culinary program had 20 students and current enrollments are 12 students (one cohort) in Baking and Pastry and 38 students in Culinary Arts (three cohorts) for a total of 50 students. Four culinary students are finishing up their instructional program in December and are currently seeking externship positions.

The impetus for starting the program was a desire by the Board of Education and the College Administration to create a high-quality program at the College that would diversify its revenue streams beyond regular tuition, property taxes, and State of Oregon reimbursement. Once the program attains enrollments of 120 to 180 students OCCI will generate a significant net revenue stream for the College. The diversification of the College's revenue stream is still the main reason for creation of the program at Southwestern Oregon Community College. Initially, tuition at OCCI was \$16,000 and now stands at \$19,500.

In order to recruit students to OCCI we recognize that we must have a high quality instructional program that meets both students and employer needs. The desire to have a high quality program was the impetus for the construction of a state-of-the-art facility.

3.) Current Status of OCCI Program **6:00 pm**

It is the aim of the program to enroll upwards of 120 to 180 students at OCCI. The new facility can accommodate this number of students. This would entail morning, afternoon, and evening programs. We have found that we are in an extremely competitive market for students at the national and regional levels. There are approximately 180 culinary institutes in the US and they have grown rapidly in number since 2000. Culinary institutes are a big business. Our tuition is still well below the average tuition costs for all culinary institutes some of which charge upwards of \$35,000 to \$50,000 for their programs, but we are finding that in order to recruit

students our marketing and recruiting program will have to use direct mail, high school visitations, college fairs, articulation agreements with high schools in Alaska, Washington, Idaho, Nevada, and California and we may have to hire recruiters in urban markets. We are recruiting nationally. If it is economical, we will begin using TV advertisement in selected markets beginning next year on the West Coast. The marketing and recruitment program has been the focus of the Interim Director since assuming the position in September, 2006. The enrollment goal for September, 2007, is to have between 80 and 100 students enrolled at the Institute. This would equal four to five cohorts of 20 students each. One faculty member teaches one cohort, so an additional one to two Chefs will have to be employed by that date.

We currently have four chefs: three in culinary arts and one in baking and pastry. However, due to low enrollments one culinary instructor's position (Chef Dale Fowler) will be eliminated on January 1, 2007. Program support is provided by the OCCI Director, Director of Admissions, a full-time OCCI marketing and recruiting specialist position that is currently vacant, and a full-time student services support position. The Interim Director will be here through December, 2006.

Besides the problem of recruiting students to our programs, the other issue that has negatively impacted our programs is the lack of leadership experienced in the program from February 2006 until September 2006 when the Interim Director began employment. The College is currently conducting a search for a permanent director and the position is expected to be filled by January 2007. Our faculty and staff are committed to OCCI, their students, and our programs. As we move forward and our enrollment numbers increase OCCI will become one of the outstanding culinary institutes on the West Coast.

Our program consists of 4, eleven week terms of instruction, plus a capstone Externship at a food service establishment of 396 hours of employment over ten weeks. Upon completion of all requirements students receive an Associate of Applied Science in Baking and Pastry or Culinary Arts Management.

As a Team, we are working on the following projects:

Marketing and Recruiting

- 1.) College Fair Attendance by OCCI Chefs and Staff
- 2.) OCCI/High School Mentor/Articulation Agreements
- 3.) The Oregon Coast Invitational – A food competition for high schools scheduled for early April 2007
- 4.) The Update of OCCI Web Site and Web Pages
- 5.) A Summer Institute for High School Culinary Instructors and Students

- 6.) Using Culinary Directories on the Internet for Lead Acquisition
- 7.) Advertising Through Comcast in one or more Metro Areas on the West Coast

The Instructional Program

- 1.) LENS training for OCCI faculty. LENS is a continuing improvement program for teaching and learning.
- 2.) Externship positions within OCCI programs. We will have a weekly luncheon for 20 people (The Chef's Table) and a bakery (La Patisserie) and both of these programs will be run by an Extern. These programs will be self-supporting.
- 3.) Externship positions Outside of OCCI. We must get our students involved much earlier in their program in seeking their externships positions at the end of their instructional program.
- 4.) Improving Efficiency and Program Content of both Baking and Pastry and Culinary Arts.

Management and Administration

- 1.) American Culinary Federation accreditation visit in April, 2007.
- 2.) Revitalization of OCCI Advisory Committee.

Professional

- 1.) Start a South Coast chapter of the American Culinary Federation.

4.) Discussion by Participants of Industry Needs 6:30 pm

We welcome input from Advisory Board members on what they believe our programs should be providing students in respect to training and experiences in order for OCCI to better serve the Food Service Industry. The sole purpose of the advisory is to advise and assist our programs so that our graduates meet industry (your) needs and standards and that they are successful in their chosen vocation.

5.) Tour of OCCI Facility 6:50 pm

OCCI facility is state-of-the-art with two culinary kitchens, one baking and pastry kitchen, three classrooms, storage room, locker rooms, and a 4,000 sq. ft. area for banquets, dinners, and general meetings. A gorgeous demonstration kitchen that is being used for the production of community education classes and two KCBY (local television) productions called "Cooking with Jardin" and "The Five Minute Gourmet".

6.) Adjournment 7:00 pm

MINUTES OF OREGON COAST CULINARY INSTITUTE
ADVISORY COMMITTEE MEETING
NOVEMBER 8, 2006, 5:30 PM
OCCI FACILITY, SOCC CAMPUS

Advisory Committee Members Present:

Joe Benetti (Benetti's Italian Restaurant)
Dan Catanio (The Mill Casino-Hotel)
Jardin Kazaar (The Black Market Gourmet)
Nilda DoVale (Instructor, OCCI)
Rich Iverson (Lord Bennett's Restaurant)
Don McCradic (Bandon Dunes Resort)
Jon Richards (Business Development Center)
Rob Pounding (The Black Fish Café)
Tara Shaw (Premier Foods)

OCCI Staff Members Present:

Nilda DoVale, Chef/Instructor
Dale Fowler, Chef/Instructor
Linda Kridelbaugh, Division Director
Dr. Stephen Kridelbaugh, Interim Director OCCI
Makayla Pedey, OCCI Student Services
Tom Roberts, Chef/Instructor
Kevin Shaw, Chef/Instructor

- 1.) Call to Order: The Oregon Coast Culinary Institute (OCCI) Advisory Committee meeting was called to order at 5:30 pm in the banquet hall of the OCCI building by Dr. Kridelbaugh.
- 2.) Introductions: All staff and Advisory Committee members introduced themselves and spoke of their background and place of employment.
- 3.) Program Review and Status: Dr. Kridelbaugh reviewed the history of OCCI, its programs, and its current status with the Advisory Committee.
 - a. OCCI was initiated in the old "Saw Mill" restaurant and lounge in 2001 after a two year, intensive, feasibility, study was conducted by the College and partially funded through the College's foundation.
 - b. Chef Bob Gregson served as the Director of the program from its inception until Feb., 2006. During this time the program grew in enrollment from 20 students to over 50 students. The program moved into a new 17,000 sq. ft. culinary facility on the campus of Southwestern Oregon Community College in September, 2005. Instructional staff grew from one to four Chef/instructors and a Pastry and Baking program was added in September 2005.
 - c. Current issues in the OCCI program are:

- i. Low enrollment numbers in both the Culinary and Baking and Pastry Programs. The OCCI facility was designed to accommodate between 120 and 180 students, depending upon whether or not evening cohorts are established by OCCI. Current enrollments are 12 students in Baking and Pastry and 40 students in Culinary Arts. With the completion of the Winter 2006 Cohort, there will be 36 students in the culinary program for the remainder of the 2006/2007 academic year. Due to low enrollments one faculty position will be eliminated in December 2006.

It is extremely important that all College/OCCI staff and the Advisory Body realize that although it appears that the emphasis of OCCI leadership is focused on recruitment we know that program quality is equally important. The College/OCCI leadership knows that our recruitment efforts will not be successful unless all aspects of our programs are of a high quality. We are continually vigilant to insure that all aspects of our operations and programs are of high quality with an emphasis on continual improvement.

- ii. The absence of leadership at OCCI over a period of seven months from February 2006 to September 2006 led to dissension within the program, low morale, and a general floundering of direction and vision.
- iii. OCCI and its programs are seeking to become an accredited institution through the American Culinary Federation (ACF). This is an extremely important step in establishing OCCI as a quality educational culinary institute. The College and OCCI are currently preparing a self-study to be submitted to the ACF for a planned accreditation visit by the ACF to OCCI in April 2007. The OCCI self-study is being prepared by Dr. Joanna Blount.

- 4.) **Current Projects to Remedy Problem Areas:** Dr. Kridelbaugh reviewed with the committee the sixteen projects that have been initiated by the OCCI staff in the fall of 2006 to improve operations and programs. A detailed presentation of the 16 projects is attached to these minutes. What follows are updates to these 16 projects:

- a. **Marketing and Recruitment**

- i. **College Fair Attendance by OCCI Chefs and Staff**

In October and November of 2006, College and OCCI staff have visited college fairs in Alaska (Anchorage, Seward, Skagway); Idaho (Boise); Oregon (Bend, Ontario, Portland); Nevada (Ely, Elk Grove, Battle Mountain, Lovelock, Winnemucca); and Washington (Seattle, Spokane, Walla Walla). Both prospective students and high school counselors and culinary instructors were present at these

college fairs. Promotional and recruitment materials were handed out and the articulation between OCCI and high schools was presented to high school teachers and counselors. Over 500 interest cards were filled out by prospective students. These leads will have to be followed up to insure that they have the information needed to help them make a decision to enroll at OCCI. It is the intent of OCCI to visit college fairs in California in the spring of 2007. All OCCI personnel are involved to some degree in the College Fair program.

ii. OCCI/High School Mentor/Articulation Agreements

This program has been developed and begun to be marketed to high schools in Alaska, California, Idaho, Nevada, Oregon, and Washington. A copy of the articulation program and its benefits to high school students and high school culinary programs is attached. This program represents our (Tom Nicholls and OCCI Staff) best thinking on maintaining healthy enrollments in OCCI programs, and it is based upon the development of trust and support between OCCI staff and high school culinary instructors. We believe that if we can develop a sound, professional, personal, relationship with high school faculty that such relationships will lead to their students wanting to attend OCCI because of the quality and value of our culinary programs. This program is based upon personal relationships, and it will be a critical component to the success of OCCI. One issue that has surfaced is that the high school staff believe that the articulation agreement is "too good to be true" and what will the high schools have to do? The only way that we can respond to this concern is with the honest answer that we need to recruit students to our programs and that we see this as an honest way to develop the relationships with "decision makers" and students to realize that OCCI is a quality culinary institute with good programs at a great value. The Chefs and OCCI Director will be involved in this project.

iii. The Oregon Coast Invitational

This program was developed with the intent of getting OCCI known on the West Coast and to get high school culinary instructors and their students on Southwestern's campus and in the new OCCI building (see section v.). It is a high school, culinary competition, hosted at OCCI in the spring of each year based upon the ProStart model. We can handle upwards of sixteen teams, and to date we already have the commitment of three high school teams for the 1st competition, which is scheduled for April 20-21, 2007. We will consider the 1st Invitational a success if we have six teams participate. This effort is being lead by Chef Tom Roberts.

iv. The Update of OCCI Web Site and Web Pages

The OCCI web site was seriously "out of date" and needed improvement. With the hiring of a new Web Master by the College, Patricia Davidson, the College Administration has made the improvement of the OCCI web site Ms. Davidson's number one priority. It is expected that the work will be completed by January, 2007. The new web site will include all aspects of OCCI and its programs. Staff is advised that the web site must be monitored on a continual basis to insure that its information is correct, up-to-date, relevant and responsive to search engines on the internet. The internet is an extremely important recruitment tool for OCCI. All OCCI staff is involved in this project, but the web site will have to be monitored and evaluated on a continual basis by management if OCCI's web site is to be effective.

v. **A Summer Institute for High School Culinary Instructors and Students**

Initial thoughts were to have both high school culinary instructors and their students attend an intensive, short-term, culinary workshop at OCCI in the middle to late June of each year. We now believe we should direct our efforts at having this workshop for juniors and seniors in high school. One of the most important findings of our marketing and recruitment efforts at the College over the past 10 years is that if a prospective student visits the campus then 60% to 65% of these students subsequently enroll at the institution. So, the key for recruitment is to get high school students and their parents to visit and spend time at OCCI and Southwestern prior to them making a final decision on what institute or college they will subsequently enroll in. Leadership for the summer institute is being provided by Chef Nilda DoVale.

We will make another proposal to the College Administration that we hope will increase our recognition amongst high school counselors and culinary instructors throughout the West Coast. The proposal will consist of two programs: the first is to provide an all expenses paid visit to Southwestern and OCCI in the summer months for critical decision makers in high school counseling and culinary education. These would be individuals that have leadership roles in state-wide or regional professional organizations for high school counselors and/or culinary instructors. It is expected that there would be two such scholarships offered under this program each year; the second program would be to offer high school culinary instructors a special travel package to visit Oregon's South Coast, the Southwestern Campus, and OCCI. This program would consist of offering high school culinary instructors up to four nights accommodations and meals (lunch and dinner) for two people.

These individuals would reside in College housing and take their meals in the OCCI facility. It is expected that program costs for the first part of this program would be \$2,000 to \$2,500 per year. The second part of the program will cost \$250.00 per couple. We would like to budget for up to ten high school instructors and their quests at a budgeted cost of \$2,500.00 for this program.

vi. Using Culinary Directories on the Internet for Lead Acquisition

OCCI has contracted with The College Bound Network for the acquisition of leads (prospective students) for OCCI. The program is only three weeks old and we will study the success of this effort over the next two to three months. Supposedly, the conversion rate of leads to attendance is six to seven percent, and if this is correct, the program will be cost effective. The program is expensive at \$35.00 per lead. Leadership is being provided by Tom Nicholls and OCCI Director.

vii. Advertising Through Comcast in one or more Metro Areas on the West Coast.

Except for the lead acquisition with the College Bound Network and the improvement of OCCI's web site, all of the other recruitment schemes are directed at the traditional student: the recent high school graduate. It is extremely difficult and expensive to recruit non-traditional students to OCCI. The non-traditional student is one that is not a recent high school graduate. We are examining the feasibility of using Comcast to market OCCI and recruit non-traditional students through this program through the placement of television ads in specific West Coast markets.

A secondary purpose to use Comcast to market OCCI is that since it is a new program, located in a rural geographical area, it is not well known by either high schools, the general public, or the food service industry. If the Comcast program is cost effective it will serve to recruit students and to increase the awareness of OCCI in specific geographic markets on the West Coast.

We are in the very early stages of examining this program.

A critical component of the above programs is that they must be evaluated, measured, and monitored on a periodic and continual basis to insure that they are cost effective and that they are producing results in both recruitment to OCCI programs and general awareness of OCCI in the Pacific Northwest and the West Coast. It is suggested that these projects and their effectiveness be a regular agenda item at OCCI staff meetings.

Marketing and Recruiting staff meetings, and reported to Management and the Advisory Committee on a regular basis. If the above programs are not evaluated on a regular basis and results reported to staff and decision makers their effectiveness and importance are problematic.

b. The Instructional Program

i. LENs training for OCCI faculty to Improve Teaching and Learning

The OCCI faculty has agreed to complete the LENs program within the next one to two years. This program will assist OCCI instructors in becoming better instructors and improve the learning environment for our students.

- ii. Externship positions with OCCI programs: The "Chef's Table" and "La Patisserie" programs will be up and running at the beginning of winter quarter 2007. The Chef's Table is a weekly luncheon for up to 20 people on Friday afternoons, and La Patisserie will provide breads and pastries on a weekly basis for sale to the College community and the general public. Both operations will function as a business and will be self-supporting: revenues will equal expenditures. These programs will provide "real world" experience for two externs within the OCCI program. The programs will also provide an educational enrichment for students in the baking and pastry and culinary programs in "front of the house" operations. The Chef/Instructors and the Director of OCCI will provide leadership to these two programs.

It was during this portion of the presentation that Dr. Kridelbaugh explained to the group that there have been some concerns expressed by local businesses that we do not provide "subsidized" competition for local food service establishments in catering at OCCI. Dr. Kridelbaugh assured the Advisory Body that it was not the intent of OCCI to compete with local businesses, but that our students had to obtain some "real world" experience in their educational program and that the "Chef's Table", "La Patisserie", and some catering would provide the vehicle for our students to acquire this experience.

iii. Externship positions outside of OCCI

We have taken steps to insure that our students recognize early in their culinary training that the externship is a critically important part of the OCCI program and to the student's ultimate success as a chef. Portions of the externship process have been incorporated in to all

four quarters of their instructional program, so that early in the 4th quarter of training they will have located an externship position to enter upon completion of their academics. All OCCI faculty and the OCCI Director are involved in this program.

iv. Improving efficiency and Program content in both Baking and Pastry and Culinary Arts.

Steps have been taken to insure that the academic classes associated with the baking and pastry and the culinary programs are given in the same quarter for both programs. In the past, there have been problems with the identification of teachers for academic classes early in the instructional process. These issues have now been taken care of. We have also implemented a monitoring program for those students that are in need of remediation, so that they complete their remediation prior to taking academic classes in Math and English. Linda Kridelbaugh is working on reducing the number of credits required for graduation from both of our programs. An associate degree requires 90 credits for graduation, and our programs have upwards of 97 to 100 credits. Finally, we are examining the possibility of offering a certificate program in both baking and pastry and culinary arts. If this is done, it is highly recommended that the tuition for the certificate program be no less than \$18,000. We do not want the certificate program to feed off of the Associate in Science degree programs.

c. Management and Administration

i. The American Culinary Federation accreditation visit in April, 2007.

It is extremely important to OCCI to receive the American Culinary Federation (ACF) accreditation for both of our programs. It is a quality assurance to prospective students and establishes high expectations for our staff, and our instructional and student services programs. ACF will make the accreditation visit in April, 2007, and hopefully accreditation will be granted by ACF in the fall of 2007. Dr. Joanna Blount is preparing the self-study for submission to the ACF prior to the accreditation visit.

ii. Revitalization of OCCI Advisory Committee

An active, informed, and representative advisory body for OCCI and its programs is extremely important for the assurance of a meaningful, relevant, and quality education for our students. We have made a good start, but continual work must be put into the advisory body to assure that the advisory body is relevant and meaningful for both the OCCI programs/students and members of the Advisory Body.

d. Professional

i. A South Coast Chapter of the American Culinary Federation.

Work has commenced to start a chapter of the ACF, but its initiation will depend upon the interest of professionals on the South Coast as to whether or not they wish to create and join a local ACF chapter.

5.) Tour of OCCI Facility

The Advisory Body was given a tour of the OCCI facility by staff.

6.) Dinner and Discussion of OCCI by Advisory Body Members

Upon completion of the review of OCCI by Dr. Kridelbaugh and a tour of the facilities, the group was provided a dinner that was prepared by Chef Dale Fowler's students.

Advisory Body Input: At this point in the meeting, the Advisory Body Members were asked to discuss any concerns and/or points that they wished to make to the group.

Tara Shaw (Premier Foods): Chef Shaw indicated that she hoped that our students will be given the opportunity for "real world" experience in the food service industry. She explained that having full responsibility for the preparation of a catered event for 50 people in her culinary program was not only a high light of the program for her, but it provided her with "real world" experience as a chef. It was invaluable for her, and she hoped that our students could obtain similar experiences. Chef Shaw also said that she felt culinary education should include not only the techniques of traditional food preparation, but more modern aspects of food such as "fusion foods" and modern cooking.

Rob Pounding (The Black Fish Café): Chef Pounding indicated that "reality" be injected into the student's experience. This is a reference to the fact that the glamorization of cooking by celebrity chefs and The Food Network does not reflect the reality of the food service industry. It is a fact that to be successful as a chef takes hard work and years of dedication and a passion for the profession. Chef Pounding also felt that the internet plays an important and crucial role in recruiting students to OCCI. Chef Pounding also submitted an email on Nov. 13, 2006, to Steve Kridelbaugh that contains further thoughts on OCCI. These comments are included here as a part of these minutes:

"I had some thoughts/ observations regarding the program that I thought I might share while still fresh:

It seems to me that what was discussed by the advisory group was the quality of student or product, and to a lesser degree the

efforts to increase enrollment. From a consumer perspective, I am most interested in the quality of the graduate. Reflecting on the meeting from the perspective of a small business person, however, I find the lack of enrollment to be the most critical and immediate challenge, and certainly the issue that we, as a group, should be addressing.

There are many reasons why a person would chose to enroll in a culinary school program. In my career, I have found that young people that have chosen to attend a culinary school usually do so for one of five reasons: they are attracted to the aspect of the traditional "American Culinary Federation" sort of regimented, certified approach, and desire the recognition that this offers. they are attracted to the celebrity "Food Network", image of the chef as an artist they have worked in the business and enjoy the fast paced, hard scrabble, tough world of a professional chef they simply love the act of cooking and are hoping to make a career of it money

I think what Tom Roberts is doing is an excellent recruitment tool for the first type of prospective student. While I have never met him. I think what Chef Gregson was doing (networking with ACF chefs, regional conferences, etc) was also excellent and very productive. I actually heard of OCCI while in New Mexico attending a conference. I was told by a chef I used to work with on the East Coast that it was a good program, and was most surprised to learn that it was on the Oregon Coast! My point is that the ACF oriented culinary community is really pretty small, and by competing in student competitions, professional competitions, and attending and being vocal at national and regional conferences can be very effective in reaching this group. An example is South Seattle Community College. For many years this was THE program in the NW. This is the direct result of the efforts of a couple of aggressive instructors who were constantly involved in competitions and other ACF activities, both professional and student level. I hired several of their graduates based on these instructors, and found them to be very well trained with a realistic view of what the business is about.

The individual that sees the chef as the celebrity artist as portrayed by the media in the Food Network is a much different challenge. This would require a completely different sort of networking, mainly with top regional chefs and restaurant owners that the media favors. Some names that come to mind are Greg Higgins, Cory Schrieber, and other new and up-and-coming chefs in the NW restaurant scene. Many of these chefs are not involved in the ACF and, in fact, view the ACF with disdain and see it as irrelevant. To some degree I agree with them, though I see the ACF as an important organization and tool for advancing culinary arts and certainly do not discount it. This segment of potential student is, in my opinion, very important and perhaps the largest opportunity for the recruitment process, and should be addressed aggressively. How the school is positioned on the internet is also a key to this potential student, as the majority of potential students get information about schools online. As you mentioned at the meeting, how the school is recognized by search engines is key in this regard.

The last two types of potential students, the experienced cook and the recreational hobbyist, would probably be best attracted by job fairs, graduating student programs, and efforts focused on the internet appealing mostly to regional students.

In any event, I think the selection of the new director is most important for these efforts. Perhaps some of the folks on the advisory group might be able to personally help in networking?

Rob Pounding CEC, AAC"

Jardin Kazaar (The Black Market Gourmet): Chef Kazaar made a number of points: He is concerned that our students be able to read, write, and compute upon completion of our program. He suggested that this is not always the case. He suggested that we require all remediation be completed by students prior to enrolling in the baking and pastry or the culinary programs, and that if the students do this they will be given a tuition break upon enrollment into our programs. Chef Kazaar also made the important point that there are a multitude of occupations in the food service industry besides that of chef, such as nutritionist, flavor specialists, wine steward and that these occupations are rewarding and pay well. He believes that job opportunities in the food service industry are extremely rich and varied and that our students should understand this, so that they can make better informed decisions about their careers in this industry. Chef Kazaar also indicated that he thought that an effective way to market and recruit students to OCCI would be to produce an "infomercial" on OCCI and having the infomercial shown on "off hours" through Comcast in regional markets on the West Coast.

Dan Catanio (The Mill Casino-Hotel): Chef Catanio felt that it would be beneficial to have chefs in the geographical area tour OCCI facilities and to meet our instructors. He also said that the "front of the house" experience is critical aspect of the training for chefs. He suggested that we try to mimic in a small way the Culinary Institute of America's celebrity chef program where celebrity chefs are brought in on a regular basis for demonstrations for both students and the general public. Chef Catanio felt that we should market ourselves as a "top notch" culinary institute. An important point made by Chef Catanio was that it is absolutely imperative that to be successful in this business one must have a passion about cooking. That small details are important to success, and that successful chefs have a passion for their work. If you are not passionate about what you are doing, you will not be successful.

Joe Benetti (Benetti's Italian Restaurant): Owner/Chef Benetti told us that we should be seeking sponsors within the food service industry for the Oregon Coast Invitational. This is a good suggestion and will be followed up by the Interim Director. It was also pointed out in support of what Chef Catanio said that "passion" should be a key word in our recruitment efforts, that students have to understand the reality of the food service industry, and that we should help our students be successful. He said that he was looking forward to participating in our externship program.

Don McCradic (The Bandon Dunes Resort): As always, when one is near the last of a discussion group most issues have already been mentioned that are of any importance. Chef McCradic did say that reality in food services and becoming a successful chef (passion) needs to be a very important parts of OCCI's programs.

Rich Iverson (Lord Bennetts): Chef Iverson made the following suggestions: students and graduates have to have a passion for cooking, and if they do not have a passion, they will not be successful. He also said that the glamorization of the business has not been totally beneficial – it sets unrealistic expectations in that everyone assumes that they can become a “great and famous” chef. It takes hard work over a long time, passion, and dedication. It is also important that we give our students a “business” experience in our programs. Chef Iverson also believes that OCCI should expand its membership of the Advisory Body by brining on members from different aspects of the food service industry besides restaurant owners and chefs. This is a good point and will be followed up by the Interim Director.

Jon Richards (Business Development Center): Jon pointed out the importance of the program that BDC and OCCI conducted last winter for training of the current work force in the food service industry located within our region, and that an identical program was going to be offered in the winter of 2007. He wanted to alert everyone in attendance that they should be thinking of what training they would like to see their employees receive in the next cycle of this program. They will be contacted at later date for input.

7.) Further Discussion

After some general discussion, it was decided that in future meetings of the Advisory Body there should be two OCCI students at each table of the Advisory Body.

The group expressed their appreciation to Chef Fowler and his students for the fine dinner that they prepared for the Advisory Body of a salad, an entre' of braised pork loin, twice baked potatoes, home made bread, fresh string beans, and a dessert of individually prepared upside-down pineapple cake.

Dr. Kridelbaugh told the group that he had just taken his “Liquor Servers” test, and that the next time they met it would be legal to serve wine with the meal since OCCI will have a Limited On-Premises liquor license.

8.) Adjournment

The OCCI Advisory Body adjourned its meeting at 7:30 pm. Minutes were prepared by Dr. Stephen Kridelbaugh, November 9, 2006

Attachments: Copy of Sixteen Projects and High School Articulation Agreement

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2006-2007

COST CENTER -- 8551 OR COAST CULINARY INST

2003-2004 ACTUAL	2004-2005 ACTUAL	2005-2006 ADJ. BUDGET	TITLE	2006-2007 RECOMMENDED	2006-2007 APPROVED	2006-2007 ADOPTED
-300,814	-501,000		44010 TUITION	-18,000	-18,000	-18,000
6,600	0		44011 TUITION WAIVER CONTR			
-88,200	0	-1,597,178	44560 FEES - REGISTRATION	-1,437,600	-1,437,600	-1,437,600
-1,875	0	-1,000	44624 FEES - DEPOSIT FORFE	-1,000	-1,000	-1,000
-384,289	-501,000	-1,598,178		-1,456,600	-1,456,600	-1,456,600
-92	-30	-100	45015 SALES - VENDING	-1,000	-1,000	-1,000
39	0		45217 EXPENSE REIMBURSEMEN			
0	-3,900	-10,000	45250 Catering Revenue	-10,000	-10,000	-10,000
-35,234	0		45353 LOAN PROCEEDS			
-35,287	-3,930	-10,100		-11,000	-11,000	-11,000
0	0	-57,747	49990 BEGINNING FUND BALAN			
-419,576	-504,930	-1,666,025		-1,467,600	-1,467,600	-1,467,600
58,500	66,625	75,000	51111 MGMT SAL FT	113,300	113,300	113,300
0	0	147,390	51211 FACULTY FT	151,812	151,812	151,812
18,078	0	60,479	51212 FT FAC OVERLOADS			
0	21,761	53,364	51214 FT FAC SUMMER			
61,149	59,348	0	51220 FT ADJUNCT FACULTY			
5,154	4,061		51311 FACULTY FT			
11	0	10,000	51317 TUTORS	95,357	95,357	95,357
0	0	32,011	51411 CLASS SAL FT			
702	3,187	5,400	51417 CLASS SAL PT/TEMP	32,971	32,971	32,971
5,667	27,512	55,000	51515 SPECIALIST	10,541	10,541	10,541
0	0	28,840	51521 FT SPECIALIST			
1,807	979		51525 OTHER SALARIES	29,705	29,705	29,705
0	0	3,000	51659 OCCI			
151,069	183,472	470,484		433,686	433,686	433,686

8551 OR COAST CULINARY INST

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2006-2007

528

COST CENTER -- 8551 OR COAST CULINARY INST

2003-2004 ACTUAL	2004-2005 ACTUAL	2005-2006 ADJ. BUDGET	TITLE	2006-2007 RECOMMENDED	2006-2007 APPROVED	2006-2007 ADOPTED
46,741	57,645	182,335	52190 PR COSTS/FRINGE	173,475	173,475	173,475
0	0		53110 FURNITURE (UNDER #5,			
28,380	25,470	18,000	53111 GEN SUPPLIES	24,000	24,000	24,000
1,698	15,831	6,000	53112 POSTAGE	6,000	6,000	6,000
0	0	300	53113 SOFTWARE (UNDER #5,0	300	300	300
0	343		53114 PRINTED FORMS			
3,206	3,214		53118 CLASS/LAB SUPPL	6,000	6,000	6,000
0	960		53119 TEAM UNIFORMS			
1,396	1,739		53121 MICRO COMP SUP			
0	35	300	53122 SUBSCRIP MAG	300	300	300
0	0	18,000	53127 CLASS MAT/UNIFORMS	6,000	6,000	6,000
0	200		53129 AWARDS/TROPHIES			
14	0		53133 FILM			
52,433	50,222	80,000	53135 CLASS SUPPLIES-FOOD	88,000	88,000	88,000
0	191		53151 GASOLINE/FUEL			
0	0	11,000	53153 NATURAL GAS/PROPANE	11,000	11,000	11,000
4,128	0	1,500	53172 COMPUTER EQUIP < #5,	1,500	1,500	1,500
500	0	2,000	53174 OTHER EQUIP < #5,000	2,000	2,000	2,000
5,168	3,990	5,000	53211 OPER TRAVEL	5,000	5,000	5,000
672	4,107	6,000	53212 RECRUITMENT TRAVEL	6,000	6,000	6,000
340	2,770		53213 SEMINAR / WORKSHOP F			
2,301	1,163	1,000	53214 PROG/STAFF DEV	1,000	1,000	1,000
683	3,960	2,500	53216 PROF DEV TRAVEL	2,500	2,500	2,500
1,416	0	1,000	53217 FIELD TRIP	1,000	1,000	1,000
200	0		53309 PROMOTIONS			
158	510		53311 CELL PHONES & PAGERS			
6,775	25,034	30,000	53312 PRINTING OUTSIDE	30,000	30,000	30,000
0	56		53313 SHIPPING			
502	624		53314 TELE/LOCAL			
513	1,040	1,500	53315 TELE/LONG DIST	1,500	1,500	1,500
3,500	5,828	5,000	53316 ADVERTISING	5,000	5,000	5,000
0	50,268		53317 FACILITY RENTAL			
32	0		53319 MEETING EXP			
57	0		53320 TELE SERVICES			
8551 OR COAST CULINARY INST						

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2006-2007

COST CENTER -- 8551 OR COAST CULINARY INST

2003-2004 ACTUAL	2004-2005 ACTUAL	2005-2006 ADJ. BUDGET	TITLE	2006-2007 RECOMMENDED	2006-2007 APPROVED	2006-2007 ADOPTED
4,233	21,590	4,000	53321 OTHER PURCH SERV	8,000	8,000	8,000
1,472	7,500	8,000	53331 DUES/FEES	8,000	8,000	8,000
5,023	8,647	18,000	53335 HEAT LIGHTS ELEC	22,000	22,000	22,000
1,283	1,851	2,000	53336 WATER, SEWAGE	2,000	2,000	2,000
1,167	1,173		53337 SANITATION SERV	2,000	2,000	2,000
928	729	600	53409 PRINTING IMC	600	600	600
416	2,186	1,000	53415 MOTOR POOL	1,000	1,000	1,000
467	1,119	1,000	53420 RENTAL VEHICLE	1,000	1,000	1,000
503	200		53517 CONTRACTED SERV			
0	665		53519 TUITION/FEES			
1,312	1,012	5,000	53711 FIRE INSURANCE	3,000	3,000	3,000
773	1,040	1,200	53712 LIABILITY INSURANCE	1,200	1,200	1,200
933	430	3,000	53713 EARTHQUAKE INSUR	2,000	2,000	2,000
0	0	500	53731 AUTO/LIABILITY	500	500	500
49,594	0		53819 OTHER LEASE COSTS			
182,576	245,698	233,400		248,400	248,400	248,400
990	4,000	20,000	55111 STUDENT AID GRANTS	20,000	20,000	20,000
0	0	257,513	55903 ADMINISTRATIVE EXPEN	293,366	293,366	293,366
3,955	4,482	80,000	55911 BAD DEBT EXPENSE	80,000	80,000	80,000
1,908	3,816		55920 DEBT ISSUANCE AMORTI			
6,853	12,298	357,513		393,366	393,366	393,366
3,598	0	4,000	56110 REPAIR - EQUIPMENT	4,000	4,000	4,000
1,770	0	2,000	56210 REPAIR - BUILDING (M	2,000	2,000	2,000
5,368	0	6,000		6,000	6,000	6,000
0	0	133,500	59010 TRANSFER TO GENERAL			
0	0	3,200	59021 TRANSFER TO AUXILIAR			
0	24,500	71,300	59029 TRANSFER TO INS. RES			
0	24,500	208,000				
1551 OR COAST CULINARY INST						

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2006-2007

COST CENTER -- 8551 OR COAST CULINARY INST

2003-2004 ACTUAL	2004-2005 ACTUAL	2005-2006 ADJ. BUDGET	TITLE	2006-2007 RECOMMENDED	2006-2007 APPROVED	2006-2007 ADOPTED
392,606	523,613	1,457,732		1,254,927	1,254,927	1,254,927
13,666	163,928	163,293	60001 INTEREST EXPENSE	162,198	162,198	162,198
0	0	43,800	60002 PRINCIPAL PAYMENT	49,275	49,275	49,275
0	530	1,200	60003 DEBT SERVICE ADMIN.	1,200	1,200	1,200
13,666	164,458	208,293		212,673	212,673	212,673
13,666	164,458	208,293		212,673	212,673	212,673
-13,305	183,141	0				

OCCI Curricular Discussion
Monday January 9, 2006 3pm-5pm
Agenda

Next Meeting: February 6, 2006 – Monday 3pm-5pm Lakeview Room

Today:

1. Cohort numbers and financial aid update – M. Pedey
 - a. Winter cohort numbers? Any remaining concerns?
 - b. OCCI winter cohort billing information sheet – see attached handout; Does any action need to happen with this?
2. OCCI outstanding deposits update– Shawn L. and Tom N.
3. Remediation - how is this being realized
 - a. M. Scott, A. Collins for input and discussion
4. Externship updates – T. Bennett, R. Gregson
 - a. Discussion question - see attached email
5. Curriculum updates – see attached
6. Contracted Training – It appears to be a full class, 12 from Bandon Dunes, 10 from the The Mill, and 3 from "others". The program starts Jan 18 in the afternoon.
7. Fall 2006 vision
8. Other – additional agenda

OCCI Curricular Discussion
Monday January 9, 2006 3pm-5pm
Agenda

1. *Cohort numbers and financial aid update – M. Pedey*
 - a. Winter cohort numbers? Any remaining concerns?

Pedey reported twelve are enrolled in the winter 2006 cohort.

- b. OCCI winter cohort billing information sheet – see attached handout;
Does any action need to happen with this?

One change was suggested to the form to correct the math, changing Winter term 2007 to \$3300.

2. *OCCI outstanding deposits update– Shawn L. and Tom N.*

This provided an opportunity to talk about the college policy on refunds. No decision was made.

3. *Remediation - how is this being realized*

- a. M. Scott, A. Collins for input and discussion

There is currently no formal set up for OCCI students only. They are integrated, whenever possible, into the existing classes. One problem is that students do not seem to feel the same level of commitment to developmental and general education courses as they do to the CRT courses. Discussion of how this might be resolved.

4. *Externship updates – T. Bennett, R. Gregson*

- a. Discussion question - see attached email

Discussion regarded the timing of a student who had completed culinary arts coursework, entered the baking and pastry program, and wanted to delay the externship for both until after the coursework for the baking program was complete. It was determined that postponing the externship could have a significant impact on financial assistance and was not recommended.

Further discussion involved an overview, the roles of the chef instructors in the process, grading options, work site visits, essay report from students, and evaluation of student work.

5. *Curriculum updates – see attached*

Attached are drafts of the coursework for fall and winter cohorts by term. This reflects the change in the externship to include a one credit orientation to the externship program.

6. *Contracted Training Class*

It appears to be a full class: 12 from Bandon Dunes, 10 from The Mill, and 3 from "others". The program starts Jan 18 in the afternoon.

7. *Fall 2006 vision*

Chef Gregson proposed the following mission for OCCI:

The mission of OCCI is to provide a comprehensive college experience for every student while meeting the highest standards of the hospitality industry.

8. *Other – additional agenda items*

Developing sites for externships opportunities. Chef Gregson indicated that he was pursuing sites for students in need of externships.

9. Chef Gregson reported that Chef Roberts had attained the Certified Culinary Educators certification.
10. Chef Gregson also congratulated Chef Roberts and his team on their win against Central Oregon Community College (COCC) for the state championship. The team won by less than .5 of a point. They now have the opportunity to compete at the regional level in Kona, HA in February.

Next Meeting: February 6, 2006 – Monday 3pm-5pm Lakeview Room

How Will I be Charged For The Program?

Winter 2006	\$ 4,000	Fall 2006	\$ 5,000
Spring 2006	\$ 3,000	Winter 2007	\$ 3,500
Summer 2006	\$ 2,500	Spring 2007	\$ 1,200 <i>(Student)</i>
Yearly Total:	\$9,500	Program Total:	\$19,000

When Do I Need To Pay For The Program?

Winter 2006	January 4, 2006	Fall 2006	September 9, 2006
Spring 2006	April 3, 2006	Winter 2007	November 20, 2006
Summer 2006	June 19, 2006	Spring 2007	February 5, 2007

What if I cannot pay the charges by the due date?

Students are responsible for paying for their courses by the due date or a late charge and interest may be charged to all past due accounts. Students who are unable to pay by the deadline date must apply for an Alternative Loan - see information below.

Free Application for Federal Student Aid: FAFSA - Apply online at www.fafsa.ed.gov

- Financial Aid Disbursement Dates:**
- Winter Term 2006: January 20, 2006
 - Spring Term 2006: April 12 - 13, 2006
 - Summer Term 2006: June 30, 2006
 - Fall Term 2006: September 15, 2006
 - Winter Term 2007: December 1, 2007
 - Spring Term 2007: February 16, 2007

Loan Specific Information

- Complete the loan step(s) on-line after receiving your Official Award Letter
- 30-day delay for the first loan disbursement
- Dependent Student: \$2,625 first year; \$3,500 second year
- Independent Student: \$6,625 first year; \$7,500 second year

Federal and Alternative Loan Information

(Loan Information - www.socc.edu/serv_resrc/faweb2/loanssem.html)

Alternative Loan List

- Funding available up to the total cost of the program
- Wells Fargo - Advancement Private 1-800-658-3567
- Key Bank - Key Alternative Loan 1-800-KEY LEND
- TERI - Alternative Education Loan 1-800-255-TERI
- Bank of America - TERI Loan 1-800-344-8382

**** Dates and amounts are subject to change**

Why are the charges different each term?

The cost of the program is based upon the courses you take and the amount of costs associated with the course for a specific term. If you take courses outside of the program, you will be charged additional tuition and fees.

What if I am in student housing?

Student housing and meal plan charges will be added to your account at the beginning of each term and are in addition to the above costs.

Is there a payment option available?

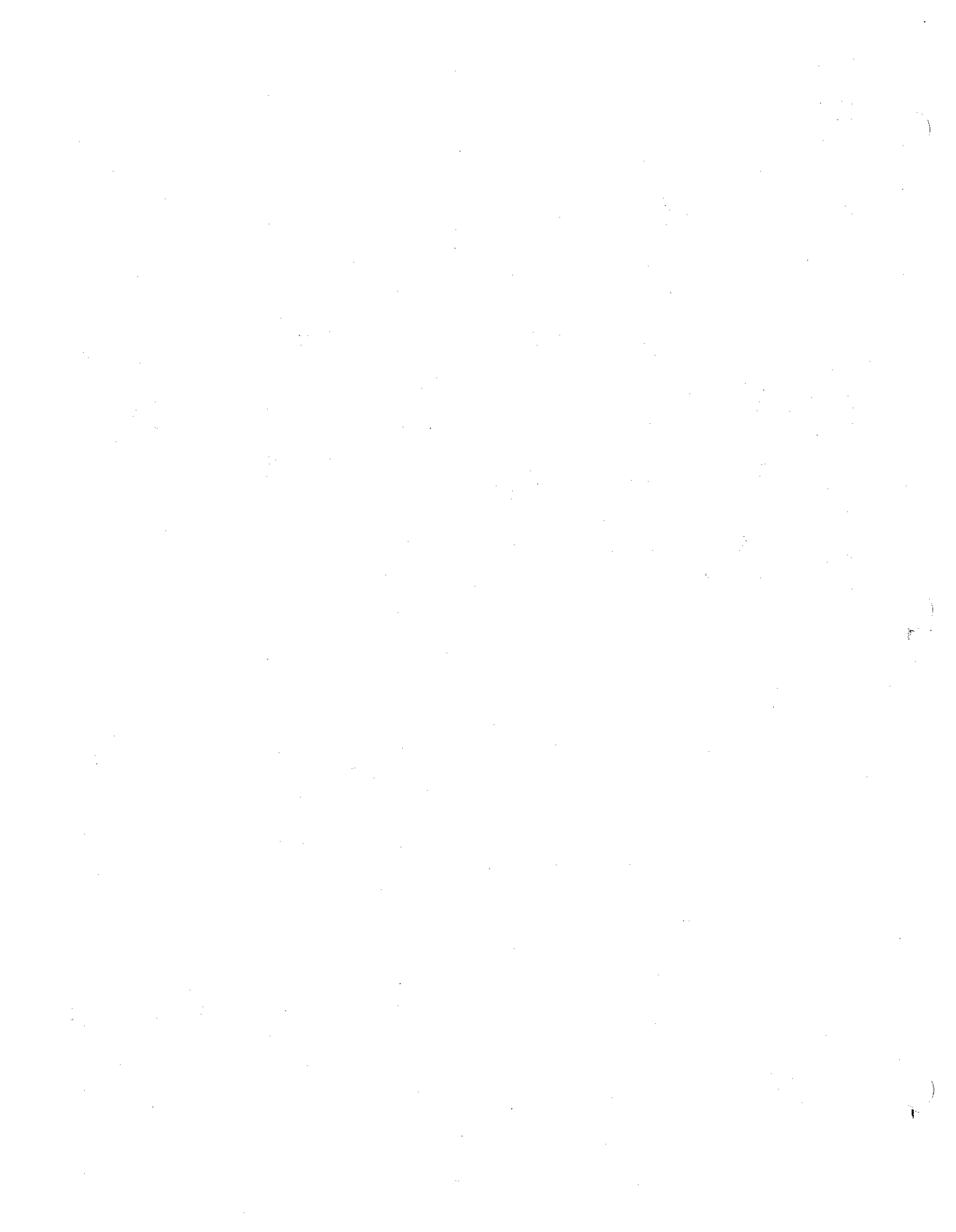
Yes, students may set up a payment plan for an educational loan. The payment plan charge is \$25 per plan. The charges need to be paid in full by the end of the academic year. See an OCCI Student Services Representative to set up a payment plan.

What if I need more money to pay for the program?

Students may apply for federal and state financial aid as well as federal loans. In addition, students may be eligible for alternative loans to pay for the program. Parent(s) of dependent students may take out a PLUS loan to help pay for the program.

Remember To:

- Read the Award Information Booklet thoroughly
- Reapply each academic year - January 1
- Tuition Scholarship maximum - 18 credits at current tuition rate
- Apply for an Alternative Loan or setup a payment plan if you have not submitted all paperwork by the payment date
- First loan disbursement has a 30-day delay



Subject: OCCI Externships

Date: Tue, 3 Jan 2006 10:12:29 -0800

From: mpedey@socc.edu

To: rgregson@socc.edu

CC: Tom_Nicholls%SOUTHWESTERN@socc.edu, BBowers@socc.edu, kshaw@socc.edu

One of our returning culinary students now in the baking and pastry program is questioning the length of time he has to complete his externship.

Since the student is currently in the Baking and Pastry program what is the program requirements for completing his Culinary externship?

Do students have an extended period to complete externships when they have returned to complete the Baking and Pastry program?

what is timing of externships?

Makayla Pedey

OCCI Student Services Representative

Southwestern Oregon Community College

(541) 888-7700

(800) 962-2838 ext. 7700

1988 Newmark

Coos Bay, OR 97420

DRAFT

Associate of Applied Science; Culinary Arts
Updated 12-28-05

2005-2006 OCCI Fall Cohort Academic Program Draft

YEAR ONE

Term 1: Ten weeks

(September 19 – November 25; **September 21 – November 23**)

CRT 00	Culinary Assessment	\$4k
2000	Introduction to Professional Cooking	(5; 1 lec, 4 lab = 16.5hrs/wk)
2001	Basic Food Preparation	(5; 3 lec, 2 lec/lab = 7.7hr/wk)
2002	Intro to the Food and Beverage Industry	(3; 3 lec = 3.3hrs/wk)
2015	Sanitation and Safety for Managers	(3; 3 lec = 3.3hrs/wk)
SP 218	Interpersonal Communication	(3)
		19

16 CRT credits (10 lec, 2 lec/lab, 4 lab) within ten weeks

30.5 hours per week

$30.5 / 5 = 6.1$ hours per day in CRT courses

- Students identified for writing and math remediation and will begin skill development in the Newmark Center ALSP

Term 2: Ten weeks

(November 28 – February 10; **Break December 16 – January 3rd**)

CRT 00	Culinary Assessment	\$3k
2003	Introduction to Pastry and Baking	(3; 1 lec, 2lec/lab = 5.5hr/wk)
2005	Menu Planning and Design	(3; 3 lec = 3.3hrs/wk)
2010	Regional Cuisine	(3; 2 lec, 1lec/lab = 4.4hs/wk)
2011	International Cuisine	(3; 2 lec, 1lec/lab = 4.4hs/wk)
HE 250	Personal Health	(3)
		15

12 CRT (8 lec, 4lec/lab) credits within ten weeks

17.6 hours per week

$17.6 / 5 = 3.52$ hours per day in CRT courses

Term 3: Ten weeks

(February 13 – April 21)

CRT 00	Culinary Assessment	\$2.5k
2006	Restaurant Layout & Interior Design	(3; 3 lec = 3.3hrs/wk)
2012	A La Carte Cooking I	(5; 5 lec/lab = 11hrs/wk)

2013	A La Carte Cooking II	(4; 4 lec/lab = 8.8hrs/wk)
2014	Advanced A La Carte Cooking in Restaurant	(3; 3 lec/lab = 6.6hrs/wk)
ART250	Special Topics	(3)
WR 121	English Composition	(3)
		21

15 CRT (3 lec, 12 lec/lab) credits within ten weeks
 29.7 hours per week
 $29.7 / 5 = 5.94$ hours per day in CRT courses

YEAR TWO

Term 4: Ten weeks

(April 24-June 30; **students leave 6-23; CIS 131 final on-line week of 6-26**)

CRT 00	Culinary Assessment	\$1.8k
2008	Introduction to Garde Manger	(5; 2 lec, 3lec/lab = 8.8hs/wk)
2009	Advanced Garde Manger	(3; 2 lec, 1lec/lab = 4.4hs/wk)
2016	Culinary Nutrition	(3; 3 lec = 3.3hrs/wk)
CIS 131	Computer Information Systems	(4)
MTH 70	Elementary Algebra	(4)
		19

11 CRT (7 lec, 4 lec/lab) credits within ten weeks
 16.5 hours per week
 $16.5 / 5 = 3.3$ hours per day in CRT courses

Term 5: Ten weeks

(July 3 – September 8; **students start July 6 leaving August 23, graduation August 22nd**)

CRT 00	Culinary Assessment	\$1.2k
2004	Intro to Vineyards and Beverages	(1; 1 lec = 1.1hrs/wk)
2007	Inventory Control and Purchasing	(3; 2 lec, 1lec/lab = 4.4hr/wk)
2017	Restaurant Management and Supervision	(4; 4 lec = 4.4hrs/wk)
2018	Culinary Arts Career Planning	(1; 1 lec = 1.1hrs/wk)
7 2019	Culinary Calculations I	(2; 2 lec = 2.2hrs/wk)
o 2020	Culinary Calculations II	(2; 2 lec = 2.2hrs/wk)
		13

13 CRT (12 lec, 1 lec/lab) credits within ten weeks
 15.4 hours per week
 $15.4 / 5 = 3.08$ hours per day in CRT courses

Term 6: Ten weeks

(September 18 – November 24)

CRT 00	Culinary Assessment	\$6.5k
2280	Culinary Externship	(12; 12 lab = 39.6hrs/wk)
		12

12 CRT (12 lab) credits within ten weeks
39.6 hours per week
 $39.6 / 5 = 7.92$ hours per day in CRT courses

Total Program Credits **99**

Program credits:

20 non-CRT credits

79 CRT credits

- 40 lec CRT credits
- 23 lec/lab CRT credits
- 16 lab CRT credits (12 externship lab credits, no OCCI workload)

OCCI Annual Workload for Instructors includes 67 credits:

- 40 lec x 1 = 40 workload
- 23 lec/lab x .75 = 17.5 workload
- 4 lab x 1.8 = 7.2 workload

Annual CRT OCCI instructor workload = 64.45

Associate of Applied Science; Culinary Arts
Updated 1-09-06

2006 OCCI [REDACTED] Academic Program Draft

YEAR ONE

Term 1: Twelve weeks
(January 3 – March 23)

CRT 00	Culinary Assessment	\$4k
2000	Introduction to Professional Cooking	(5; 1 lec, 4 lab = 13.8hr/wk)
2001	Basic Food Preparation	(5; 3 lec, 2 lec/lab =6.4hr/wk)
2002	Intro to the Food and Beverage Industry	(3; 3 lec = 2.75hrs/wk)
2015	Sanitation and Safety for Managers	(3; 3 lec = 2.75hrs/wk)
SP 218	Interpersonal Communication	(3)
		19

16 CRT credits (10 lec, 2 lec/lab, 4 lab) within twelve weeks
25.7 hours per week
 $25.7 / 5 = 5.14$ hours per day in CRT courses

- Students identified for writing and math remediation and will begin skill development in the Newmark Center ALSP

Term 2: Eleven weeks
(April 3 – June 14)

CRT 00	Culinary Assessment	\$3k
2003	Introduction to Pastry and Baking	(3; 1 lec, 2lec/lab = 5hrs/wk)
2005	Menu Planning and Design	(3; 3 lec = 3hrs/wk)
2010	Regional Cuisine	(3; 2 lec, 1lec/lab = 4hrs/wk)
2011	International Cuisine	(3; 2 lec, 1lec/lab = 4hrs/wk)
ART 250	Special Topics	(3)
HE 250	Personal Health	(3)
		18

12 CRT (8 lec, 4lec/lab) credits within eleven weeks
16 hours per week
 $16 / 5 = 3.2$ hours per day in CRT courses

Term 3: Ten weeks
(June 26 – August 24)

CRT 00	Culinary Assessment	\$2.5k
2006	Restaurant Layout & Interior Design	(3; 3 lec = 3.3hrs/wk)

2012	A La Carte Cooking I	(5; 5 lec/lab = 11hrs/wk)
2013	A La Carte Cooking II	(4; 4 lec/lab = 8.8hrs/wk)
2014	Advanced A La Carte Cooking in Restaurant	(3; 3 lec/lab = 6.6hrs/wk)
WR 121	English Composition	(3)
		18

15 CRT (3 lec, 12 lec/lab) credits within ten weeks
 29.7 hours per week
 $29.7 / 5 = 5.94$ hours per day in CRT courses

YEAR TWO

Term 4: Ten weeks
 (September 8 – November 10)

CRT 00	Culinary Assessment	\$5k
2008	Introduction to Garde Manger	(5; 2 lec, 3lec/lab = 8.8hs/wk)
2009	Advanced Garde Manger	(3; 2 lec, 1lec/lab = 4.4hs/wk)
2016	Culinary Nutrition	(3; 3 lec = 3.3hrs/wk)
CIS 131	Computer Information Systems	(4)
MTH 70	Elementary Algebra	(4)
		19

11 CRT (7 lec, 4 lec/lab) credits within ten weeks
 16.5 hours per week
 $16.5 / 5 = 3.3$ hours per day in CRT courses

Term 5: Ten weeks (students only on campus for five weeks)
 (November 13 – January 19, **Students only on campus November 13 - December 12**)

CRT 00	Culinary Assessment	\$3.1k
2004	Intro to Vineyards and Beverages	(1; 1 lec = 2.2hrs/wk)
2007	Inventory Control and Purchasing	(3; 2 lec, 1lec/lab = 8.8hr/wk)
2017	Restaurant Management and Supervision	(4; 4 lec = 8.8hrs/wk)
2018	Culinary Arts Career Planning	(1; 1 lec = 2.2hrs/wk)
? 2019	Culinary Calculations I	(2; 2 lec = 4.4hrs/wk)
? 2020	Culinary Calculations II	(2; 2 lec = 4.4hrs/wk)
2279	Orientation to Externship	(1; 1 lec = 1.1hrs/wk)
		14

this last

Orientation to Externship

14 CRT (12 lec, 1 lec/lab) credits within ten weeks
 31.9 hours per week for five weeks, 1.1hrs per week for last five weeks
 $31.9 / 5 = 6.38$ hours per day in CRT courses

Term 6: Ten weeks
 (January 26 – March 30)

CRT 00 Culinary Assessment \$1.2k
2280 Culinary Externship (12; 12 lab = 39.6hrs/wk)
12

12 CRT (12 lab) credits within ten weeks
39.6 hours per week
 $39.6 / 5 = 7.92$ hours per day in CRT courses

Total Program Credits 100

Program credits:

20 non-CRT credits

80 CRT credits

- o 41 lec CRT credits
- o 23 lec/lab CRT credits
- o 16 lab CRT credits (12 externship lab credits, no OCCI workload)

OCCI Annual Workload for Instructors includes 67 credits:

- 40 lec x 1 = 40 workload
- 23 lec/lab x .75 = 17.5 workload
- 4 lab x 1.8 = 7.2 workload

Annual CRT OCCI instructor workload = 64.45

OCCI Curricular Discussion
February 6, 2006
Agenda

Community Education Update

Bowers reported that community ed courses were full with 141 on the wait list. Helland stated that a letter was sent to the wait listed students indicating that a second series of classes had opened up on different dates. These classes were offered to those wait listed before publication in the schedule. See email from Helland.

OCCI outstanding deposits

Pedey brought three scenarios to the meeting to determine if the group was in agreement with the current procedure. The idea of a larger up front deposit was discussed but not acted on. See memo from director of admissions to Pedey.

Articulation with SOU

Bowers indicated that he and Blount had met with Southern Oregon University to discuss an articulation agreement with the BA in Hospitality Management. Initial response was positive, but since SOU's business department is writing the self-study for external approval, they asked that we return after that was submitted, mid March.

Contracted Training

Bowers reported that an additional \$1800 was received to offer these courses for a second time to a different group of tug boat chefs.

Externship updates –No Report

Curriculum Update

Bowers reported that new course numbers were approved and ready for enrollment: CRT 2030, 2031, 2032, 2033, 2034, 2035, 2036, and 2279. See email from Metzger.

Remediation

Bowers indicated that he set 3:30 – 5:00 at the Newmark Center for all types of remediation. A second time 8:00 – 12:00 was implemented for the afternoon class (Fowler).

Purchasing and Object Codes

Colo, the business office manager, established a new object code – 53136 – for baking and pastry. This will allow better tracking of food items into appropriate accounts to determine actual costs.

Other – additional agenda

Key Bank Scholarships: due March 1. Chefs, please notify students.

ProStart competition: request for OCCI to attend. Scheduled for April 8, 2006 in Portland.

Next Meeting: March 13

OCCI Curricular Discussion
February 6, 2006
3pm-5pm
Agenda

Next Meeting: March 13, 2006 – Monday 3pm-5pm Lakeview Room

1. Community Education Update
2. OCCI outstanding deposits
3. Articulation with SOU
4. Contracted Training
5. Recruiting update – Chris Johnson
6. Externship updates – Tom Bennett
7. Curriculum Update
8. Remediation
9. Purchasing and Object Codes
10. Other – additional agenda

Larger up front deposit?

Subject: Re: OCCI Deposit
Date: Fri, 27 Jan 2006 08:48:00 -0800
From: tnicholls@socc.edu
To: mpedey@socc.edu
CC: BBowers@socc.edu

Makayla,

My thoughts would be the same as you have stated. If the student has returned all materials and is in good financial standing (all required payments have been made etc.) then we should return the money in one of two ways. 1.) If student is paid in full, deposit should be returned to student. 2.) If student has an outstanding balance, deposit should go towards that balance.

If the student has not returned all materials within say a 30 day grace period from the time of separation, then the deposit is forfeited regardless of whether they bring the books etc. back say six months later. (in other words if you do not return the materials within 30 days, "you bought it")

So, in short if they are in good standing (have done everything they were supposed to do) then we would either return the deposit or apply it to their outstanding balance.

There is a line item in the OCCI budget for "Reservation Forfeitures". I am not sure of the process for transferring a deposit forfeiture from a students account to another cost center, but I will ask the question.

Why don't you write a proposal around the things we have discussed. Send it to me. And then we can get together next week, clean it up and bring it to the next OCCI meeting.

Tom Nicholls
Director of Admissions/Recruitment
Southwestern Oregon Community College
541-888-7611
tnicholls@socc.edu
makayla pedey/southwestern

makayla
pedey/southwestern

To Tom Nicholls
cc Blake Bowers/southwestern@Southwestern
Subject OCCI Deposit

01/26/2006 02:51
PM

How do we handle the OCCI deposits for students that withdrawal before completion of degree?

Scenario 1: Student returns all books and supplies (including knives), but is not eligible for a refund of the tuition and fees
~I am thinking we should not refund their deposit as the student forfeits the deposit by withdrawing from the program

Scenario 2: Student returns all books and supplies and is eligible for a refund of the tuition and fees

~ I am thinking we need to return the deposit to the student

Scenario 3: Student does not return books and supplies

~ Not eligible for refund of deposit, in this case what do I do with the deposit? As it stands right now the deposit will continue to show up as the student's deposit until we have refunded it to the student's account or allocated it to SOCC but how do I allocate it and where?

What are your thoughts? I know we have talked about this, but I have not been given any information as to the actual policy we have pertaining to deposits. If we do not have a policy regarding deposits we should consider creating one.

Thanks,

Makayla Pedey
OCCI Student Services Representative
Southwestern Oregon Community College
(541) 888-7700
(800) 962-2838 ext. 7700
1988 Newmark
Coos Bay, OR 97420

Subject: Comm Ed Culinary Classes

Date: Wed, 1 Feb 2006 11:29:07 -0800

From: KHelland@socc.edu

To: rgregson@socc.edu, kshaw@socc.edu, BBowers@socc.edu, jblount@socc.edu,
sschoonmaker@socc.edu

CC: BTessman@socc.edu

I wanted to remind everyone again that we have already sent letters to people on the waitlist for the current list of classes. These letters explain to them that we have developed a new series of classes and they need to call or email to Bertha by February 7th to have first chance of getting into the courses. When the list get published in the schedule, they will have to chance it with the rest of the world.

If by chance someone gives out the new list to folks not on the waitlist, please let them know we will not be able to get them in until after the 7th. We feel this is a very balanced way to serve everyone's needs. Thanks for you help and understanding.

Karen

Karen Helland
Director of Distance and Community Education
Southwestern Oregon Community College
541-888-7212
khelland@socc.edu
www.socc.edu

The Cooking Cardiologist
Demo, pit, access.
April

Subject: FW: Oregon ProStart competition - exposure oppty to hospitality students

Date: Wed, 1 Feb 2006 13:38:37 -0800

From: "robert gregson" <rgregson@socc.edu>

To: <CJohnson@socc.edu>

CC: "Blake Bowers" <bbowers@socc.edu>

1 deaf stc.
2 adlth. possibilities > Grant?

From: Dawn Tryon [mailto:Dawn@orefoundation.org]

Sent: Wednesday, February 01, 2006 1:11 PM

Subject: Oregon ProStart competition - exposure oppty to hospitality students

Wash. State 300 pro Start
OR 200 ✓

Niakoni #8 10 ptd.
West View (pt) 45 ✓

Greetings!

We are contacting you to let you know that there is a free exposure opportunity for your hospitality program at the Oregon ProStart state high school culinary and management championship which is taking place at the Oregon Convention Center in Portland on April 8, 2006.

We have set aside a special room where post-secondary schools can set up a display and hand out materials to educate students about post-secondary opportunities. This year, we anticipate 200+ students participating in the competition alone, and over 2000 people throughout the day as this is now a public event. The times your table would need to be available would be from 8am-2:45pm sharp (we will be using the same room later that day for the Knowledge Bowl competition and need all exhibitors to be done by 2:45pm so we can reset the room)

To date, we have 5 schools signed up- there is no cost involved - you just need to RSVP back to me and we will reserve a space and forward you confirmation information in a few weeks.

This is a tremendous opportunity to reach out to the biggest target marketing for your admissions/recruiting efforts as these students are studying the ProStart hospitality curriculum and have demonstrated their academic and culinary skills by making the 'cut' to compete for their high school at the state competition.

Please let me know if you would like to reserve a table by no later than March 10, 2006

Sorry, we won't be able to accept brochures/materials on behalf of any schools in lieu of staffing- any displays must be represented by a person from your institution.

Dick Wolfe, producer

Thank you and we look forward to hearing from you soon!

Best regards,
Dawn

Dawn Tryon - CTP, CMP
State School to Career Director, Oregon

Oregon Restaurant Education Foundation

8565 SW Salish Lane Suite 120

Wilsonville OR 97070

toll-free: 800-462-0619 x141

p: 971-224-1541

f: 503.682.4455

e: dawn@OREFoundation.org

web: www.OREFoundation.org

YOU can change a student's future... get involved in the ProStart program. Ask me how you can be a classroom speaker, chef mentor, field trip location or a worksite for the future of the hospitality industry!

Subject: Re: New course numbers

Date: Wed, 1 Feb 2006 11:40:13 -0800

From: KMetzger@socc.edu

To: KMetzger@socc.edu

CC: bshreckengost@socc.edu, bdavey@socc.edu, BBowers@socc.edu, jblount@socc.edu

A correction to NRS21, should be NRS221 (sticky keyboard...)

K

Kathy Metzger

Curriculum Coordinator/Office of Instruction

Southwestern Oregon Community College

541-888-7416

kmetzger@socc.edu

▼ Kathy Metzger/southwestern

**Kathy
Metzger/southwestern**

To Joanna Blount/southwestern, Blake Bowers/southwestern,
Barbara Davey/southwestern
ccbarb shreckengost/southwestern@Southwestern
Subject New course numbers

02/01/2006 11:26 AM

The following are the new course numbers for Culinary and a re-cap of the new Nursing numbers:
NRS110, 111, 112, 221, 222, 224, 230, 231, 232, 233
CRT 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2279

These courses are in colleague and ready for your use.
Kathy

Kathy Metzger

Curriculum Coordinator/Office of Instruction

Southwestern Oregon Community College

541-888-7416

kmetzger@socc.edu

Feb 13²¹ - April 21 JF
 Tom Roberts } CRT 00 (#2.5K)
 Nilda Dante } CRT 2006
 CRT 2012
 CRT 2013
 CRT 2014

MTWTh 3-4:20pm MW, TTh
 ART 250 - staff TBD
 WR 121 - staff TBD

Feb 13²¹ - April 21
 K. Shaw CRT 00 \$25K
 2022
 2023
 2024
~~2027~~
 20?? ^{full time} calculations

MTWTh
 BTP students will also be divided
 between
 ART 250
 WR 121

April 3 - June 14 Assessments
 D. Fowler CRT 00 \$3K Billing class
 Feb-21
 2003
 2005
 2010
 2011

HE 250 C. Long
~~ART 250~~

~~XXXXXXXXXX~~

\$13

FA pays 2 1/2 time terms if 6 cr. extenship.
 Allow stds. to choose 1 12 credit extenship or 2 6 cr. extenship
 Will need 2 TLN's for 6 cr. ext.

Subject: New object code for food supplies

Date: Thu, 12 Jan 2006 14:00:46 -0800

From: JColo@socc.edu

To: jblount@socc.edu, BBowers@socc.edu

CC: rgregson@socc.edu, kshaw@socc.edu, rolson@socc.edu, RCohen@socc.edu

Colleagues,

Since it is deemed desirable to break out Culinary food supplies from Baking/Pastry food supplies, we have created a new object code. The existing object code, 53135, Class Supplies - Food will continue to be used by the Culinary program. A new object code, 53136, Class Supplies - Food Baking/Pastry, will be used by the Baking/Pastry program. If there are food supplies which are shared by the two programs, someone will need to apportion the charges out for us. We can implement this immediately in the Business Office. We cannot, however, go back to July 1 and break out which supplies belonged to which program. We will be glad to offer you access to our vendor files if someone wishes to do that. ✓

- Joe

→ inventory?!

OCCI Curricular Discussion
Monday March 13, 2006 3pm-5pm
Agenda

Next Meeting: April 10, 2006 – Monday 3pm-5pm Lakeview Room

Today:

1. Community Education Update
 - a. Class coverage
 - b. Community partnership possibilities
 - c. Future planning and scheduling
2. OCCI outstanding deposits
 - a. Policy?
3. Contracted Training
 - a. Thanks to Jon Richards and Chef Shaw
 - b. Community Partnerships
4. Recruiting update – Chris Johnson
 - a. Budget built on eighty students fall term
5. Externship updates – Tom Bennett
6. Facility use fees
7. Catering process
8. Remediation / Professional Development
 - a. Student remediation
 - i. Writing center
 - ii. Newmark center?
 - b. Chef Mentoring
9. 06-07 OCCI schedules?
 - a. School schedule
 - i. Fall cohort
 - ii. Winter cohort
 - b. Payment schedule for \$19,500 (the new price)
10. Other – additional agenda

OCCI Curricular Discussion
Monday March 13, 2006 3pm-5pm
Minutes

Community Education Update

Class coverage

Community partnership possibilities

Future planning and scheduling

Discussion re: how to provide coverage for full time chefs during their morning class when they are teaching a distance learning course in the evening. Without a director, this has been problematic. Suggestions were made to begin a pool of part time chefs who could take over a class; hire part time chefs for the community education course; modify the scheduling of courses to better meet the Chef's schedules.

OCCI outstanding deposits

Policy?

Pedey indicated that the college does have a policy regarding deposits. It is only loosely enforced by the culinary arts department. She indicated she will work more closely with the chefs, so they can inform and encourage students to complete the necessary paperwork to receive full financial assistance.

Contracted Training

Thanks to Jon Richards and Chef Shaw

Community Partnerships

A small grant was received to provide short time training to Sause Brothers, a local marine facility. This was well received and targeted the needs of chefs on tug boats miles from the nearest resource.

Recruiting update – Chris Johnson

Budget built on eighty students fall term

Johnson indicated the possibility of a serious shortfall of revenue since marketing strategies have not been wholly effective and less than the target number have expressed interest. Discussion centered on targeted marketing strategies.

Externship updates – Tom Bennett

Bennett provided the number of students who had recently contacted him to begin their externship experience. He also indicated that he was working on a process that would help students to become involved earlier in the process. More to follow.

Facility use fees

There is some confusion regarding the rental of the OCCI building. For other buildings on campus some standards have been set. There is a great deal of community interest in renting the facility; determining the facility rental fee is a priority. This also impacts the room scheduling function, as well.

OCCI AGENDA
April 24, 2006
Agenda

1. Student behavioral issues
2. Lane CC
3. Kick off event
4. Externship
5. Facilities Use Committee
6. Class lists
7. Syllabi copies
8. Catering classes

Student behavioral issues

Recken and Harrold reported that some students from the culinary arts program (not pastry) were disrupting academic classes. Blount suggested the chefs present a general overview of acceptable behavior to students, explaining that all behavior is considered when writing a recommendation. If that gentle reminder isn't 100% effective, the chefs asked to be notified of the names for individual discussion.

Lane CC

Blount and Harrold visited Lane Community College to view their culinary arts program. Harrold attended the classes to determine how best she might help the chefs in the classroom. She reported many similarities. Blount reviewed the accreditation document and spoke with LCC representatives. LCC has two directors: one for catering and one for instruction.

Kick off event

OCCI will be part of the Oregon Music Festival Kick -off event. This is an annual event that increases economic viability in the local community. SOCC has hosted the gospel singing event in recent years in the Hales Performing Arts Center. This will serve as the first function in the month long event.

Facilities Use Committee

Blount reported that a subcommittee has been formed to look at current practices in facilities usage and rates. The purpose is to standardize facilities standards across campus.

Class lists

Blount has the chefs to prepare a list of the courses offered each term for the next academic year. The purpose is twofold: confirm that chefs are staying within the published schedule and to set the stage for block registration of students.

Syllabi copies

Blount reminded the chefs that copies of the syllabi are to be sent to the instructional director each term.

OCCI AGENDA
May 8, 2006

1. Add Agenda items
2. Update on OCCI cohorts and cohort numbers
 - a. Financial Aid status of students
3. Externship: Update from Tom Bennett
 - a. Review of the process
 - b. Review of roles: who is responsible for what?
4. Update on ACF accreditation
 - a. Dates November 1- 3
5. update on hiring directors position
6. Recognition Dinner for OCCI students
7. Update on Belgium trip for Baking and Pastry students

OCCI Meeting Minutes
May 8, 2006

Add Agenda items

Update on OCCI cohorts and cohort numbers

Financial Aid status of students

Pedey updated the chefs on the financial status of students in the program. Chefs would individually let students know they still had paperwork or additional steps to complete. It has been determined, through trial and error that chefs are in the best position to urge students to comply with federal financial aid regulations. We will re-assess this process next term.

Externship: Update from Tom Bennett

Review of the process

Review of roles: who is responsible for what?

Bennett met with the chefs to determine what was working about the process and what could be simplified and clarified. He suggested a course on externship to be taught early in the program. This would allow students to begin thinking about sites for their externship opportunities, update or develop resumes, and gain experience that might be lacking. Bennett will teach the class at times that work into the culinary arts schedule, the chefs will assist students with researching potential sites for the externship and the Bennett will work with students on completing the packet and following up with site coordinators. The faculty will grade the final product upon completion.

Update on ACF accreditation

Dates November 1- 3

Blount confirmed with Vice President Schoonmaker that we would continue to pursue the November 2006 date for the visit.

Update on hiring directors position

Blount reported that the college would re-advertise the position and interview at a later date.

Graduation/Recognition Dinner for OCCI students

Blount indicated that because students have not yet completed all the coursework, this cannot be called a graduation dinner. It was decided to call it a recognition dinner; students could bring a number of guests (4 based on available space) and each instructor would acknowledge each student's contributions. The chefs will plan for 250. Dovalé brought forward students' concern that they had to clean up. She suggested that we hire someone to clean up. Blount suggested the North Bend High School students who were seeking such jobs to fund the senior trip.

Update on Belgium trip for Baking and Pastry students

Chef Shaw reported that he had 10 students interested in taking the chocolate trip to Belgium in August – September. The fee will be approximately \$3000 and students will earn 1 credit of coursework for the 14 day journey across Belgium and Paris.

Oregon Coast Culinary Institute

May 30, 2006

Agenda

- I. Math/WR/ CS Waiver and Prerequisites
 - a. Establish system to get students enrolled in developmental education first term – fall 2006
- II. Online writing tutor available 24/7 for students
- III. Request for guest speaker on Diabetic Food Preparation at Bay Area Hospital
 - a. Rita Hoover 269-8408
 - b. Whole grains/low fat/low sugar
- IV. Catering
 - a. Foundation Dinner June 2, 2006
 - b. Weyerhaeuser
 - i. Dale's class
 - ii. Kevin to do bread and pastry
- V. Schedules for 2006 -2007
 - a. Distributed to faculty
 - b. Check dates for students
- VI. Announcements
- VII. Other
- VIII. Next meeting June 6, 2006

Oregon Coast Culinary Institute

May 30, 2006
Meeting Minutes

Agenda Additions: None

Math/WR/ CS Waiver and Prerequisites

Establish system to get students enrolled in developmental education first term – fall 2006

Faculty discussed how to ensure that students most in need of remedial education, could access it earlier in the program. Discussion as to how important it is that chefs ask students if they are attending the academic courses as well as any developmental coursework needed.

Online writing tutor available 24/7 for students

Blount reported that the Writing Center has now added an online component

Guest speaker

Blount received a request for guest speaker on Diabetic Food Preparation at Bay Area Hospital. Rita Hoover 269-8408; Whole grains/low fat/low sugar. Shaw indicated an interest in a presentation on sugar free deserts.

Catering Events

Two catering events are planned at OCCI, utilizing culinary arts and baking and pastry students: Foundation Dinner June 2, 2006 and Weyerhaeuser. Chef Fowlers class will cater and serve; Shaw's class will do bread and pastry.

Schedules for 2006 -2007

Blount distributed schedules for the 2006-07 academic year to faculty for review. Chefs are to check dates and return any changes to Blount.

Announcements

Other

Next meeting June 6, 2006

Catering process

Bowers and Pedey outlined the process to request catering by OCCI. Pedey will be the initial contact, complete the form, and report the needs to the chefs. The chefs will choose a lead chef to work out potential menus and take the lead for the event. Every effort will be made to utilize the catering event as an educational experience: front and back of the house, preparation, serving, beverages, and to link this event to the learning that is occurring in the classroom. Blount suggested a set of menu options for the general public that could be made available readily.

Remediation / Professional Development

Student remediation

Writing center

Newmark Center?

Bowers indicated he had met with the Adult Learning Skills Program to discuss how to provide students with remediation of basic skills (math, reading, and writing) sooner in the program to better ensure success. He arranged for students to drop into the Newmark Center at their convenience. He also arranged specific times that worked around the culinary arts program and encouraged the chefs to promote this service to students in need. He also suggested that the chef follow up and ask the student if he/she was working on math (or writing or reading). Having the chef ask about your progress is perceived as a great motivator.

Chef Mentoring

Chef Tom Roberts and Nilda Dovale were provided with mentors during the year. The mentoring program is designed to assist new faculty in the classroom and on campus. Sally Harrold and Anthony Collins were assigned. They will observe in the classroom and provide feedback; they will serve as resources for policies and procedures; be available for questions; and help faculty negotiate the campus climate.

06-07 OCCI schedules?

School schedule

Payment schedule for \$19,500 (the new price)

Bowers indicated there was a small increase in the cost of tuition. Nicholls and Pedey discussed the breakdown of the payment as this will impact the disbursement of financial aid. Pedey will report back after talking with the director of financial aid about options and recommendations.

Other – additional agenda

Next Meeting: April 10, 2006 – Monday 3pm-5pm Lakeview Room

OCCI AGENDA
June 13, 2006

1. Blanket purchase orders
2. Recognition dinner
3. Technical standards
4. Community education classes
5. Escoffier club

OCCI Meeting Minutes
June 13, 2006

Blanket purchase orders

Blount indicated that she would create the blanket purchase orders for OCCI. If amounts needed to be changed or new vendors added that should happen before June 30. Otherwise there would be a gap between services which would be problematic for delivery of food stuffs.

Recognition dinner

The date has been set, the room reserved and students notified they can invite four guests to the event.

Technical standards

Blount brought a handout from Tim Dailey, coordinator for students with disabilities. It listed technical standards but not specific to culinary arts training. The chefs indicated they would seek out standards necessary to work effectively in the field and share them with Dailey, so he can better advise students of the needs of the industry. Handout is attached.

Community education classes

During discussion of the community education courses offered during the previous year, it was determined that the number and format was too much for the full time chefs to handle comfortably with the other commitments. Due to the structure the classes, once weekly for two weeks, it was problematic. Instructors indicated they would like to provide a list of courses that they want to teach. Other suggestions included a Tuesday/Tuesday schedule, allowing some recovery between sessions.

Escoffier club

Blount indicated the budget shows a deficit for the Escoffier Club and solicited ideas as to how this would be resolved. A discussion ensued as to taking a percentage of funds from catering events. It was suggested that the previous director used a 60/40 breakdown.

Technical Standards

College of Culinary Arts – All Programs

To participate in any program in the College of Culinary Arts, each student, with or without reasonable accommodations, must be able to safely and effectively:

- communicate in person with co-workers and guests
- attend and participate in laboratory and production classes of up to six hours in length
- lift and transport food and other culinary product, equipment, small wares, and utensils
- lift and transport trays with hot and cold plated foods, small wares, and other items, and serve and clear tables where guests are seated
- pour and serve liquids and beverages, including hot liquids
- use knives and other commercial cooking utensils
- operate commercial cooking and foodservice equipment
- maneuver in professional or commercial kitchens, dining rooms, and related facilities
- test and evaluate the taste, appearance, texture, and aroma of food and beverage products
- use commercial cleaning and sanitizing equipment and materials

The foregoing technical standards are essential to all programs of instruction in the College of Culinary Arts and also reflect industry requirements and standards.

Oregon Coast Culinary Institute

June 6, 2006

Agenda

- I. Externship Discussion (Bennett)
- II. Portfolio (Bennett)
- III. Newspaper request (Blount)
- IV. Escoffier Club (Blount)
 - a. Money making opportunities
- V. Catering
 - a. July 10 Weyerhaeuser
 - b.
- VI. Community Education Courses
- VII. Library Research Guide
- VIII. Oregon Restaurant Assn.
- IX. Other items for the good of the order

Oregon Coast Culinary Institute

June 6, 2006

Externship Discussion and Portfolio

Bennett provided a sample portfolio document and outlined the process for connecting students with externship opportunities.

Newspaper request

The World requests to feature one of the Institutes top students weekly in the Cuisine section. Will include a student profile as well as the student answering questions sent in by readers.

Escoffier Club

Blount solicited money making opportunities to help put the Club back on its feet. A number of suggestions were made including, Bake sale; Cookbook; Festivals; Donations; Music Fest; luncheons.

Catering

Blount confirmed that preparations were underway for the July 10 Weyerhaeuser event.

Community Education Courses

Discussion of the success of the community education classes (very) and what the chefs would like to offer for the fall term. It was decided, based on chefs input, to offer in a less intense format for fall and then assess how effective that was. Blount asked the chefs to send her (via email) the list of classes they would like to teach and the dates. She will compile and send to the community education director.

Library Research Guide

Sharon Smith, library director, created a library resource guide for students specifically in the culinary arts program.

Oregon Restaurant Assn.

Blount reported that the ORA provided some information regarding their organization. Membership fee was minimal. Blount solicited information from the chefs about the benefits and reputation. The most important benefit is that ORA supports the proStart program and can assist with recruiting that population. Decision was made to join.

LIBRARY RESEARCH GUIDE FOR CULINARY ARTS (SOCC)

Books.

Reference books can be a good first step in finding information for your research paper. They generally offer a concise summary of topics and often include a list of additional materials for each article. Books with a call number beginning with REF. can only be used in the library, but other books can be checked out for home use.

Some examples of books in the SOCC Library:

- ❖ Encyclopedia of food and culture (3 vol.) REF. GT 2850.E53 2003
- ❖ Oxford encyclopedia of food and drink in America (2 vol.) REF TX 349.E45 2004
- ❖ Food: a culinary history from antiquity to the present TX 353.H52513 1999
- ❖ Food and drink in history TX 353.F59
- ❖ On food and cooking: the science and lore of the kitchen. TX 651.M27 2004

Searching the Library catalog.

The Coastline on-line library webpage (www.cooslibraries.org) has a listing of books, magazines, and audiovisual materials for the SOCC Library and the eight public libraries in Coos County. You can access Coastline through the SOCC Library website or from any internet computer. You can then search the catalog, check your own record to see what you have checked out, renew materials, and request items to be sent to SOCC for you.

Don't have time to visit the library? You can browse the shelves online. Once you find a book on Coastline (www.cooslibraries.org), you can use the "Show Items Nearby on Shelf" function to see books on the same or similar subjects.

If you are in the Library and want to quickly browse the shelves, you should know that most colleges use a different classification system (Library of Congress) than the public libraries (Dewey decimal system).

For food related materials, here are the classification numbers for each system.

Library of Congress (used at SOCC):

GT2853-2960	Eating and drinking customs
GT5906+	Manners and customs
TP546-559	Wine and wine making
TP569-587	Breweries
TX341-641	Nutrition, foods, and food supply
TX703+	Cookbooks
TX761-799	Baking, confectionary
TX801-814	Vegetables, cereals, fruits, nuts
TX815-819	Beverages, sandwiches, condiments, sauces
TX820+	Cookery for large numbers
TX851-855	Dining-room service
TX901-946	Hospitality industry, hotels, clubs, restaurants, food service

First line	Read in alphabetical order	TC TN TX
Second line	Read in increasing order	145 644 819
Third line	Read the letter alphabetically and the number as a decimal	.B478 .G66 .G668
Four line	Read the year in chronological order	1988 2001 2005

Dewey Decimal System (used at public libraries):

613	Nutrition
641	Food and drink
641.013	Gastronomy (pleasures of eating)
641.2	Beverages
641.3	Food
641.4	Food preservation and storage
641.5	Cooking
641.6	Cooking specific materials (e.g., "Peanut cookbook)
641.7	Specific cooking processes (e.g., "Wok cookery")
641.8	Cooking specific kinds of dishes ("Cheesecakes")
642	Meals and table service
663	Beverage technology
664	Food technology

First line	Dewey classification number	641.5 641.56 641.815
Second line	Author last name or Title first word	SMITH CHILDS BASIC

Magazines.

Some of the magazines available in the County library system include:

- ❖ Bon Appetit (www.epicurious.com/bonappetit)
- ❖ Cooking Light (www.cookinglight.com/cooking)
- ❖ Cook's Illustrated (www.cooksillustrated.com)
- ❖ Fine Cooking (www.taunton.com/finecooking/index.asp)
- ❖ Food and Wine (www.foodandwine.com)
- ❖ Gourmet (www.epicurious.com/gourmet)
- ❖ Vegetarian Times (www.vegetariantimes.com)

These magazines can be borrowed from local libraries. (www.cooslibraries.org)

Full-text magazine articles can also be found online using the SOCC home page under "Ebscohost". (www.socc.edu/library)

The Academic Periodical Database includes a number of subject databases, the largest of which is the "Academic Search Premier". This is a good start for general searches since it contains about 4,650 titles.

A better choice for food-related searches is the "Student Research Center" database listed on the same page. It contains a larger selection of cooking and food industry journals. To show the difference in the databases, a simple search for "salmon recipes" resulted in 4 articles in Academic Search Premier, while the same search in Student Research Center pulled up 1299 hits.

Another database of interest on the SOCC Library page is “Find Articles” (www.socc.edu/library). This smaller website is a quick way to locate recipes and articles on nutrition, etc. Just click on the “Food” category and select your topic or enter your search terms. There is also a “Featured publications” list for current material from some of the most popular magazines.

INTERNET. A small sample of sites available.

1) Food and Cooking.

- ❖ All recipes: over 30,000 recipes. One nice feature is the ability to change the number of servings, and to convert from U. S. to metric, with just a click of the mouse. (www.allrecipes.com)
- ❖ BBC – food: the British answer to the food network, with recipes, celebrity chefs, television shows, etc. (www.bbc.co.uk/food/)
- ❖ Cook’s Thesaurus: a cooking encyclopedia that covers thousands of ingredients and kitchen tools. Entries include pictures, descriptions, pronunciations, and suggested substitutions. (www.foodsubs.com)
- ❖ Digital Librarian – food: a librarian’s choice of the best of the Web. It is a long list of some of the better food websites arranged alphabetically. (www.digital-librarian.com/food.html)
- ❖ Epicurious: includes recipes, menus, food dictionary, wine dictionary, and technique videos. (www.epicurious.com)
- ❖ Food TV is the home site of the Food Network. In addition to TV program listings, it also has a nice selection of food resources, such as, cooking demo videos, party ideas, kitchen design. (www.foodtv.com)
- ❖ Librarians’ Internet Index – food and cooking. Recommended food sites arranged in broad categories (beverages, food history, recipes and food preparation) (<http://lii.org/pub/topic/food>)
- ❖ OSU – food. A source of science-based and business savvy information for the food industry from the OSU College of Health and Human Sciences. (<http://food.oregonstate.edu>)
- ❖ Recipe source presents its recipes organized into ethnic cuisines and by type of dish. (www.recipesource.com)
- ❖ Slow food is an international organization whose aim is to “protect the pleasures of the table from the homogenization of modern fast food”. (www.slowfood.com)

2) History of food.

- ❖ America by food. An exhibit by the Smithsonian Institution – short but informative. (www.keyingredients.org)
- ❖ Food timeline. Starting in 17,000 B. C., the time line indicates when specific foods were first introduced and gives sample recipes of the period (www.foodtimeline.org)
- ❖ Americans at the table; reflections on food and culture. An electronic journal of the U. S. Department of State (July, 2004) Along with an interesting selection of articles, this site has a good list of internet sources. (<http://usinfo.state.gov/journals/itsv/0704/ijse/ijse0704.htm>)

3) Nutrition and safety.

- ❖ Food and Nutrition Information Center of the National Agricultural Library provides accurate information about dietary supplements, food composition, dietary guidelines, and similar subjects. (www.nal.usda.gov/fnic/)
- ❖ Food Safety; the gateway to government food safety information. (www.foodsafety.gov)
- ❖ Nutrient Data Laboratory of the USDA. Searchable Nutrient database as well as food composition and nutrition links. (www.ars.usda.gov/nutrientdata)

4) Professional Organizations.

Full access to many of these sites is reserved for members. Check for student rates if you are interested in joining any of the organizations.

- ❖ American Culinary Federation. (www.acfchefs.org)
- ❖ American Institute of Food and Wine. (www.aiwf.org)
- ❖ Bread Bakers Guild of America. (www.bbga.org)
- ❖ Chefs Collaborative (www.chefscollaborative.org)
- ❖ International Association of Culinary Professionals. (www.iacp.com)
- ❖ National Restaurant Association. (www.restaurant.org)
- ❖ Professional Chef's Association. (www.professionalchef.com)
- ❖ Society for Foodservice Management. (www.sfm-online.org)
- ❖ Women Chefs and Restaurateurs. (www.womenchefs.org)

Now that you have enough information, do you need some help in actually writing your research paper? You can type "how to write a research paper" in google or yahoo and pull up lots of sites. Here are a few samples to get you started.

- ❖ <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/>
- ❖ <http://wisc.edu/writing/Handbook/PlanResearchPaper.html>
- ❖ www.libraryspot.com/features/paperfeature.htm

OCCI AGENDA
July 11, 2006

1. Recruitment to Program –*Johnson and Nicholls*
2. Missing leave slips
3. Recognition Dinner
4. Art/CS class
5. Catering
6. Externship

OCCI Meeting Minutes
July 11, 2006

Recruitment to Program –Johnson and Nicholls

Chris and Tom talked about recruiting efforts and tracking for students interested in culinary arts. Johnson offered to provide a list of students that he'd already talked with. The suggestion was a follow-up conversation with a chef could be the deciding factor for those students who are interested but not yet committed. The chefs indicated they would split the list and contact students.

Ideas for recruiting students to OCCI included a summer camp, a day at OCCI for ProStart students, an articulation agreement with the local area high schools that house ProStart programs, dessert restaurant, high teas, wine and chocolate dessert nights.

Missing leave slips

Payroll reported not receiving time sheets for all the chefs. Blount listed the months that were missing in action. Chefs indicated they would complete and send to Blount for signature.

Recognition Dinner (lunch)

The dinner for students who are completing coursework but who have not completed the externship is scheduled for August 22 at noon. Students can bring 4 guests. Chef Roberts will serve as lead chef for this event.

Art/CS class

Discussion re: the art and computer courses needed by some students in the culinary program. CS is difficult because it requires a level of basic skill that some students do not possess. How can students gain that knowledge without taking an additional course? Suggestions included taking the CIS 101 challenge exam (available any day from 8:00 -9:00pm); utilizing the Adult Learning Skills program, or working with a tutor from the beginning of class.

Catering

- July 20, Oregon Coast Music Festival
- August Student Recognition Dinner (at lunch)

Externship

The chefs review the package from Bennett of the paperwork for the externship for students. the packet will be given to students during the career orientation class. All forms and processes will be on a CD included in the packet. Bennet will work with students on researching possible sites, completing the paper work (both students and employers), and updating their resume and work experience. Chefs will work with students on the evidence of their work: photos, completed paperwork, employer's confirmation and comments.

OCCI AGENDA
July 17, 2006

1. New Student Orientation
2. Drop Point for Invoices
3. Mid Term Grades
4. Taping of the Black Market Gourmet
5. Designated Chef for Hyejeon Dinner
6. Recipes in Notebook

OCCI Meeting Minutes
July 17, 2006

New Student Orientation

In discussion with the chefs and the staff, it was determined that students should arrive on September 20 for Move-In Day. It was decided that orientation for OCCI students would begin the next day with a welcome, cohorts meet and greet, introduction to the chefs, campus tour involving a scavenger hunt, and the information fair (all new freshmen). See attached draft.

Drop Point for Invoices

It was recently discovered that delivery staff for food orders are setting down the invoices or handing them to students who are stocking. These invoices are not getting to the instructional director in a timely manner resulting in a delay in payment. This is causing difficulty campus-wide. Example: when OCCI fails to pay a local store timely, others on campus, such as early childhood education are denied credit. It was determined that a drop point outside Kayla's office would be created.

Taping of the Black Market Gourmet

Jardin Kazaar will be taping his show, the Five Minute Gourmet, in the OCCI demonstration kitchen on August 7, 2006. A second event is planned for August 12, 2006 – Best of the 5 Minute Gourmet dishes. In October, a Meat Lovers Extravaganza is planned. It will be limited to the first 100 participants, \$45 – 50 per plate. Kayla will oversee reservations, compiling a list by times of the participants.

Designated Chef for Hyejeon Dinner

With representatives of our sister college, Hyejeon, on campus, a chef was designated to oversee preparations for their final dinner at OCCI. Tom Roberts volunteered. Kevin Shaw suggested dessert and he would have his Baking and Pastry students prepare.

Recipes in Notebook

Chef Dale Fowler indicated the difficulty he was having with recipes and suggested that a notebook of recipes be established. Blount indicated that there are a number of online resources and that Chef Gregson had an ongoing list that he had started to sort by term for the chef's use. Blount sent a copy of that database to the chefs.

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Southwestern Oregon Community College NEW STUDENT ORIENTATION 2006

Wednesday, September 20

9 a.m.-5 p.m.: Student housing check-in. Please report to your resident assistant to check in, then go to Lighthouse Depot for meal plan, ID, mailbox, financial aid and payment options.

9 a.m.-3:30 p.m.: Placement testing (for those who haven't done it yet) in Stensland Hall.

2 p.m.: Tour of the Bay Area for parents. Meet at Lighthouse Depot.

5-7: p.m.: Dinner with parents in Empire Café with a welcome from the College President and Vice Presidents at Empire Café at 6 p.m.

8:00 p.m.: Housing Area Meeting in the PAC: ULTIMATE ROAD TRIP (CAMPUS2CAREER! Attendance is mandatory for housing students.

Thursday, September 21

7 a.m.: Meal Plan begins for students in housing (meal times are the same on Friday and Saturday): Breakfast 7-9 a.m., Lunch 11 a.m.-1:30 p.m., Dinner 5-6:45 p.m.

8-9 a.m.: Breakfast for the OWLs (Older Wiser Learners) and veterans in Empire Café. Meet and learn from Jeannie Johnson survival tips for your first year at SOCC. To get a free breakfast ticket, call Shelley at 888-7369

9 a.m.-5 p.m.: Student housing check-in continues for late arrivals. Please report to your resident assistant to check in, then go to Lighthouse Depot for meal plan, ID, mailbox, financial aid and payment options.

9:-9:30 a.m. Get a free Southwestern t-shirt and sport pack for coming to the Presidential welcome at the Performing Arts Center lobby.

9:30 a.m. Performing Arts Center (PAC)

Welcome by College President Judith Hanson
and Associated Student Government (ASG) President Holly Egan

Immediately following the Presidential welcomes: *The Ultimate Road Trip: Campus2Career* A program designed to help you make the most of college and beyond. (Required program for all new students.) Parents are encouraged to attend.)

11 a.m.: Meet your academic advisor and set yourself up for success—locations around campus. (Attendance required!)

11:30 a.m.-1:30 p.m.: Information Fair at the Quad. The fair is a chance to gather information about the community and campus, as well as lots of free stuff!

11:30 a.m.- Campus tour available. Meet tour leader in the lobby of the PAC.

12-1:30 p.m.: Free barbecue lunch at the Quad sponsored by Student Activities and Student Housing. Empire Café will be closed.

1:00 p.m.: Campus tour available. Meet tour leader in the lobby of the PAC. Tour/Scavenger hunt

3:30 p.m. Ask and Tell is a M.S. session for all parents. Please email any questions by 10:00 a.m. to

1:30-3:30 p.m.—Randolph 4: Math Skill Building with John Christensen & Carol McKillip.
A workshop to help you prep for retaking the placement test.

1:30-2:20 p.m. Workshops and Preview Classes (choose one):

Session 1—Place?: Student Employment: Jumpstart your career with Gina Gregg.
(Repeats Friday at 1:30 p.m.)

Session 2—Sumner 12: Life & times of a firefighter & EMT with Paul Reynolds.
(Repeats Friday at 11:00 a.m.)

Session 3—Place?: Geohazards: They really have earthquakes & tsunamis here with Ron Metzger.

Session 4—Place?: Athletics: Surviving the 1st year with John Speasl & Patty Scott.
(All student athletes must attend this or session on Friday at 10:00 a.m.)

2-4 p.m. Open House in the Writing Center – Randolph Hall
Students who use the writing center get better grades than those who don't!

2:30-3:20 p.m. Workshops and Preview Classes (choose one)

Session 1—Place?: History...Not History with Fred Brick.

Session 2—Place?: Characteristics of excellent students with Tom Bennett & Paul Reynolds.

Session 3—Place?: Understanding your learning style with Virginia MacCallum.

Session 4—Place?: Communications techniques for getting along with your roommate with Bernadette Kapocias & Christine Scholey.

3:30-4:20 p.m. Workshops and Preview Classes (choose one)

Session 1—Place?: Personality 105 with Catherine Hockman.

Session 2—Place?: Hey dude, where's my culture? with Christina Alexander.

Session 3—Place?: Money Money Money with Diana Plum & Liz Huffman. (Repeats Friday at 11:00 a.m.)

7 p.m. Alcohol speaker TBA – PAC ~~and I'll work with Annheuser-Busch to get a speaker~~

Friday, September 22

9 a.m.-5:00 p.m. Student housing check-in continues. Please report to your resident assistant to check in and then go to Dellwood Hall for meal plan, ID, mailbox, financial aid and payment options.

CS Refreshers
9 a.m.-3 p.m. Placement testing (for those who haven't done it yet) in Stensland Hall.

9 a.m. Advising ongoing in faculty offices (must sign up).

9 a.m.-3:30 p.m. CS 101 (Computers in Society) challenge test ongoing in Stensland Hall. *2:00 for OC CI*

9:00 a.m. – 11 a.m. – Open House in the Tutoring Center in Randolph Hall

10:00 a.m.—10:50 a.m. Workshops and Preview Classes (choose one)

Session 1—Place?: How to be successful in your online class with Karen Matson.

Session 2—Place?: PSY 101: The Significant 7 with Anny Mueller.

Session 3—Place?: Athletics: Surviving the 1st year with John Speasl & Patty Scott. (All student athletes must attend this or session on Thursday at 1:30.)

10:00 a.m.—12:00 p.m.—Randolph 8: Writing Skill Building with Mark Wilson.
A workshop to help you prep for retaking the placement test.

11:00 a.m.—11:50 a.m. Workshops and Preview Classes (choose one)

Session 1—Sumner 12: Life & time of a firefighter & EMT with Paul Reynolds.

Session 2—Place?: Money Money Money with Diana Plum & Liz Huffman.

Session 3—Place?: Toilet paper or tuition? How to manage your money with Carl Yeh.

12:00 p.m.—1:30 p.m. Lunch. Meal Plan for housing students; others get a lunch coupon from your orientation leader.

1:30 p.m.—3:30 p.m.—Tioga 410: Reading Skill Building with Sharon Miller.
A workshop to help you prep for retaking the placement test.

1:30 p.m.—2:20 p.m. Workshops and Preview Classes (choose one)

Session 1—Place?: Student Employment: Jumpstart your career with Gina Gregg

Session 2—Place?: Major Dilemma: What in the world do you do with an art degree? with Patrick Platt.

Session 3—Place?: Criminal Justice with Marty Burkett.

Session 4—Place?: Off-campus employment/internship with Tom Bennett.

2:30 p.m.—3:20 p.m. Workshops and Preview Classes (choose one)

Session 1—Place?: Using online library resources with Pauline Smith.

Session 2—Place?: Can you be fired from school? with Stephen Schoonmaker.

Session 3—Place?: What WebAdvisor can do for you with Shawn Liggett.

3:00 p.m. Women's Soccer Game

5:00 p.m. Men's Soccer Game

3:30 p.m.—4:20 p.m. Workshops and Preview Classes (choose one)

Session 1—Place?: Adaptive Technology to Increase Student Success with Tim Dailey.

Session 2—Place?: Math Success: The cult of al-Gebra (Why do these people love math?) with Ron Bell

Session 3—Place?: Tips for your journey: study skills with Barbara Johnson.

Session 4—Place?: Can't live with them, can't live without them: How to be a great roommate with Carl Yeh.

9:30 p.m. Hypnotist and Magician in the PAC.

Saturday, September 23

9:00 a.m.—3:00 p.m. Student Housing check-in continues for late arrivals. Please report to your resident assistant to check in and then go to Dellwood Hall for meal plan, ID, mailbox, financial aid and payment options. Please note that Dellwood Hall is open only from noon to 2 p.m. today. Dellwood Hall will reopen on Monday, September 26, 8:00 a.m.

10 a.m.-12 p.m. ~~SSS Connect to Campus (ADD more information)~~

Noon—2:00 p.m. Campus services open:

Advising and testing at Educational Support Services in Stensland Hall
Student First Stop Center in Dellwood Hall
Bookstore in Stensland Hall

12:00 p.m. Women's Soccer Game

2:00 p.m. Men's Soccer Game

12:30 p.m.—5:00 p.m. ~~Student Housing program?~~

2:00 p.m.—10:30 p.m. Organize your room, meet the other people in your apartment and building, say hello to your resident assistant and get ready for school!

10:30 p.m.—1:00 a.m. Cosmic Bowling at North Bend Lanes. Transportation provided – meet at the Lighthouse Depot. Shuttle vans will depart periodically.

Sunday, September 24

9:00 a.m. LATE student housing check-in. Report directly to your resident assistant to check in.

11:00 a.m.—1:00 p.m. Meal Plan Brunch in Empire Café.

2:00 p.m.—6:00 p.m. Beach Party at Lighthouse Depot

Music, volleyball and basketball tournaments.

Ping-pong, foosball, and PlayStation.

Meal Plan: Barbecue from 4:00 p.m.—6:00 p.m. at Lighthouse Depot

6:15 p.m. Student Housing students meet their resident assistants for their **MANDATORY** building/area meetings. Students will walk to the PAC after the meeting for "Sex Signals." See your resident assistant for more information.

~~7:00 p.m. in the PAC. To be announced.~~

OCCI AGENDA

July 25, 2006

2:30 - 4:00

1. Externship
 - a. Paper work
 - b. Process
 - c. Calling those in progress
2. ACF Update
3. Cutlery Order
4. Recognition Dinner
 - a. Program
 - b. Flowers
 - c. Jackets
 - d. Dishwashing
 - e. Certificates for:
 - i. Sanitation
 - ii. Management and supervision
 - iii. Nutrition
5. Serv Safe Class in fall term
6. Recruitment update
7. Art for the building
8. Orientation
9. Sheldon Meyer re: building issues and concerns
10. Final exam for Baking and Pastry students

OCCI Meeting Minutes
July 25, 2006
2:30 – 4:00

Externship

Blount reported that Bennett had made the suggested changes to the paper work for the externship and that his office would make copies available. There were no questions about the process. Roberts indicated that he would be happy to call any of his former students who had not yet completed the externship hours. There is concern that students have simply failed to process the paperwork allowing them to graduate.

Pedey reported that the transcript evaluator had nearly all the applications for graduation from eligible students. She was tracking these as they completed the necessary coursework.

ACF Update

Blount reported that she has nearly a completed, but unedited, document for review. She asked that they provide feedback as quickly as possible and that they read for content as well as format. It is critical that she has captured the essence of the discussions of the chefs.

Recognition Dinner

Chef Roberts has taken the lead with planning the recognition dinner. It is Tuesday, August 22 at noon in the OCCI building. Students will prepare the food, set the menu, cost and inventory products. Discussion concerned whether students (work study or high school) could be brought in to assist with the dishwashing. A number of options were considered including the students from the evening cohort (since they are familiar with the facility), a

Chef Roberts indicated he was about ready to order new jackets for the culinary arts students. Chef Shaw indicated that his baking students had ordered "chocolate" jackets from the club fund and wondered if a small piece of equipment might be warranted.

Chef Roberts asked Chef Dovale to assist in developing the program for the meal. Blount indicated that the President would like to do a welcome and suggested the vice president serve to remind students that, while the coursework is complete,

Chef Dovale asked if there was funding for flowers for the tables. Blount agreed to locate the necessary money.

Chef Dovale indicated that some students were in need of the certificates of completion for sanitation and safety, management and supervision, and nutrition. At one time, the template was on the director's computer for the certificate. Blount indicated she would look for the template and seek other options if it was no longer available.

Blount asked Chef Roberts to contact Joel Pomerantz, Oregon Restaurant Association regional representative, to discuss offering the ServSafe class in fall term. Chef Roberts will confirm the dates that it needs to be offered to students (before they are in the kitchen laboratories).

Recruitment update

Chef Dovale indicated that the poster art for the building had been picked up for framing three weeks ago but nothing had been seen. Blount agreed to check with the framer.

Building Checkup

Vice president Sheldon Meyer and Plant Services Manager, Dave McKinney, joined the chefs and others for an update on the facility. Since the building is approaching its first year in operation, any facilities issues must be reported to architect for final resolution before the anniversary date. A number of issues and concerns that were discussed are listed below. Plant services will be able to address a number of these in house. Some will need to be referred and address by the architect and contractor.

- Leak in the instructor office ceiling has discolored the tile in three places
- Poor drainage for the steam kettles in the kitchens
- Tile/grout in the kitchens
- Uneven walls (puckering) in the bakery kitchen
- Card reader system for door 22
- Downspout drain on south end of building
- Black markings on beams
- Ala carte kitchen lights
- Electronic eye on hood vent in one kitchen is on only for 1 minute
- Smoke in the return air duct (might be caused by the electronic hood not functioning properly)
- One oven has a pilot light that will not stay lit (has been looked at twice without resolution)
- Two mixers are down in the culinary arts program

Met with Sheldon Meyer and the chefs to discuss building issues. The building is one year old on August 5 and all issues must be submitted to the architect before then.

Issues included:

Drainage for Steam Kettle and Steamer (has not been installed for proper use)
Tile/grout in kitchens (looks dirty even when it isn't)
Water spots on ceiling in office (after the leak was fixed)
Disconnected sinks
Electric eye doesn't turn lights on in demo kitchen
Ala carte lights
Black markings on beams
Puckering walls
Down spot stains
Vent grill missing
Oven pilot light won't stay lit
When chefs BBQ, the smoke is inhaled by the pastry kitchen, spoiling the light pastry
Kitchen aide mixers – not adequate for heavy duty use – replace with Table Top Hobarts for baking

Discussion with Chef Shaw about the final exam. His students will set up their own bakery, prepare 3 – 4 items, and serve the customer. A flat fee, possibly \$5, will be charged. Chef indicated he needed about 20 clients to rotate through two time slots: morning and afternoon. Pedey will take reservations to ensure an even spread of volunteer customers.

Meeting adjourned at 4:15.

September 18, 2006

To: Nilda Dovale, Dale Fowler, Tom Roberts, Kevin Shaw, Makayla Pedey, Linda Kridelbaugh, Chris Johnson, and Tom Nicholls
From: Steve Kridelbaugh
Subj: Agenda for 1st Meeting of OCCI Staff – fall 2006

We will meet on Thursday, September 21, 2006, at 1:30 PM in the Faculty Room

Agenda for 1st Meeting of OCCI Program Staff Fall 2006

- I. Current status of OCCI Program
 - a. Enrollments
 - b. Budget
 - c. Quality of Current Program – A bifurcated program.
 - d. ACF accreditation visit.
- II. Expectations of Program Staff by Interim OCCI Director regarding:
 - a. Professional Behavior
 - b. Student Behavior
 - c. Attendance at OCCI Weekly Staff Meetings
 - d. Team work
 - e. Reporting Relationships
- III. Workload Issues
- IV. Course/Program Changes for Fall 2006 Cohorts.
- V. Administrative Procedures, questions and issues re:
 - a. Ordering and Inventory Control
 - b. Bids for suppliers of Food
 - c. Food Outside of OCCI Building
- VI. Marketing and Recruitment
 - i. Externship Positions within OCCI Programs – Kevin Shaw
 - ii. Pro-Start/Skills USA Spring 2007 Student Competitions – Tom Roberts
 - iii. Pro-Start/Skills USA High School Summer 2007 Workshop – Nilda DoVale
 - iv. ACF Oregon Coast Chapter, Skills USA, Alaska College Fair, Portland Vendor Meeting – Dale Fowler
 - v. College Fairs – All Instructors
 - vi. OCCI Web Site
 - vii. Possible Consultants and Consultation on Marketing and Recruitment
 - viii. OCCI Faculty as Mentors to High School Culinary Programs.
 - ix. OCCI booth at ProStart competition scheduled for 2/28/2007.
- VII. The Plan. We, as a team, have to prepare by within the next two to three weeks a plan that can be presented to the administration that will hopefully reduce costs and insure (guarantee) that 80 students will be in attendance in the fall of 2007. If the plan is well thought out, logical, is not going to cost

tens of thousands of dollars to implement, and defensible I would hope that a RIF plan can be avoided.

- VIII. Pictures of Current Cohorts and Staff
- IX. Art 117 for Culinary and Baking and Pastry Students
- X. Completion Rates of OCCI Students
- XI. Associate of Applied Science of Culinary Arts **Management** Training.
- XII. Input on permanent OCCI Director Position
- XIII. Scholarship Program for OCCI Students – Tom Roberts
- XIV. Other?????
- XV. Scheduling of Future Meetings of entire OCCI staff
 - a. Subjects to be covered: Financial Aid, Marketing and Recruiting, what else, any thoughts?
- XVI. Staff Input
- XVII. Adjournment

Background

Current Status of OCCI Program

Enrollments: As of 9/18/2006 Makayla has informed me that we have 11 students in Baking and Pastry and 27 students in Culinary. This is truly disappointing. There are also no students from the recent Culinary Program going into the Baking and Pastry Program or Baking and Pastry students going into the culinary program. Last year, there were four or five carryover students from the Culinary program into the Baking and Pastry program. We have no carryovers from the Baking and Pastry Program into the Culinary Program this year. Enrollments in OCCI programs have to dramatically increase otherwise, there will be jobs lost by our staff. This has led to a more than significant budget shortfall in the Oregon Coast Culinary Institute for the 2006/2007 fiscal year. As I understand it the program also lost money last year. As far as I am concerned there is absolutely no good reason for not having a budget surplus and for not having 80 students in OCCI programs – now.

Budget: The budget for OCCI that was adopted by the Board of Education (attached for your information) was built upon the assumption that there would be 80 students (4 cohorts) in OCCI programs: three culinary cohorts and one baking and pastry cohort. With current enrollment projections, we will not have two (2) cohorts in OCCI programs at the beginning of the fall term. Revenue projections made by myself after much gyrations and changes indicate that there will be a shortfall between revenues and expenditures between \$100,000 to \$200,000 this coming year. At this time, this is an estimate.

Quality of Current Program: OCCI programs appear to be divided at this time and that not all OCCI staff support all OCCI programs. This is no longer acceptable. All staff will come together and work for the betterment of both the Baking and Pastry Program and the Culinary Arts and our students. This is the number one expectation that I have of you during my tenure as Interim Director of OCCI. We have an excellent, well qualified staff, we have an outstanding facility, we are associated with an outstanding educational institution, we are economically and programmatically competitive, and we are located in one of the most beautiful parts of the World. There are no acceptable reasons - from my perspective - as to why we do not have 80 students coming to us this fall.

ACF Accreditation: The ACF accreditation visit has been postponed until the spring of 2007.

Expectations of Program Staff by Interim OCCI Director

- 1.) All staff will act in a professional capacity with all other OCCI and College staff.
- 2.) All staff will act in a professional capacity with all OCCI students in and outside of the classroom. There will be absolutely no discussion of campus politics, OCCI politics, disparaging remarks made about the College, OCCI, or College/OCCI staff by staff in or outside of the classroom.

- 3.) All instructors will hold their students to the student expectations as found in the OCCI student handbook.
- 4.) All instructors will teach what is described in the college catalog and schedule at the times and locations listed in those publications. There will be no deviations unless approved by the Interim Director of OCCI in discussion with OCCI instructors. OCCI classes will meet for the times and days listed in the College schedule, unless changes are agreed to by staff and Interim Director of OCCI.
- 5.) All staff must come together and be a team in respect to making the program economically and programmatically sound and most importantly – successful for our students. If the program is successful for our students, the OCCI program will be successful. It is my expectation that all staff will be team players and supportive of each other, and our students.
- 6.) All OCCI staff must recognize that they are either a part of the problem or a part of the solution. OCCI must attract and retain more students otherwise it does not need the number of staff that is currently employed with the OCCI program. Instructors, and staff if appropriate, must become involved in the marketing and recruiting efforts for the OCCI program. All OCCI staff should recognize that the marketing and recruiting component of the OCCI program is a part of their job description for the foreseeable future.
- 7.) Your expectations of the Interim Director. I will do my best to see that no one loses their job, that you feel valued and appreciated for what you do. I will listen to your concerns and your ideas. I promise to you that we will work as a team to improve OCCI and its programs. I will listen to you. I will be honest with you. I will treat you with dignity and respect in private and in public. I will not play games with you. I have high expectations for all of you, just as you should for me. I know that we all want OCCI to be successful. We should all look forward to coming to work.

Student Behavior and Expectations: It is my understanding that the expectations of students as outlined in the OCCI Student Handbook regarding personal behavior, hygiene, and dress came about with input from instructors. Instructors are the most logical choice to enforce all expectations of our students – academic, personal behavior, dress, and personal hygiene - since they deal with the students on a day-to-day basis. This does not mean that the Director will not enforce student expectations. I have placed language in the OCCI Student Handbook that outlines the repercussions for lapses in behavior, dress, and hygiene. If they receive three notices their grade will be dropped a point, and if they receive five notices they will be administratively withdrawn from the course. I know that there are problems with this process. Let us discuss and see if we can reach some good decisions in respect to this policy. A form also has to be developed that can be given to the student, and if appropriate, a copy placed in their student file.

Attendance at OCCI Weekly Staff Meetings: I expect all staff of OCCI – instructors and Makayla – will attend our weekly meetings. Now we have to determine when is the best time to hold the meeting. I have requested that Makayla Pedey and Tom Nicholls be in attendance at our weekly meetings. I have also asked Makayla and Tom to give OCCI

instructors a presentation within the next two to three weeks on the Financial Aid program and the Marketing and Recruiting Program for OCCI. We all need to understand these two programs and how they impact student recruitment and retention.

Team Work: It is absolutely critical that we all come together as a team and support each other in making all of our programs successful.

Reporting Relationships: OCCI instructors report to the Interim Director. End runs will not be tolerated.

Workload Issues: I have determined that the workload for OCCI instructors is very close to 25 hours of contact a week, and this contact is composed of both lecture and lecture/lab. Frankly, this workload is not that different from other faculty at the College such as Ray Daniels in the Welding program. Since the contract calls for upwards of 35 hours of contact a week there should be ample time for instructors to do an occasional community service course. I do not expect you to be worked over 40 hours a week on a continual/habitual basis. I know of no one at the college that wants you to feel exploited. If you are continually asked to work over-time you should be paid for it. I do ask you to focus on getting this program healthy at this time.

I am asking you to think about what you believe would be a fair compensation package for doing your current job, plus being responsible for and assisting in student recruitment, student retention, and the successful placement of students in externships and jobs. In other words, to be responsible to some degree for all aspects of a successful OCCI program. I am making no promises that I can change anything, but I am willing to listen to you, give you my thoughts on your issues and proposals, and if logical and defensible and economically and programmatically sound to take these issues to Dean Schoonmaker.

Course/Program Changes for Fall 2006 Cohort: I am asking that there be no deviation from the courses and terms in which they are taught for the fall 2006 cohort unless there is total agreement amongst all of us that it will be in the best interests of the programs and our students. I do know that Linda Kridelbaugh has some interest in trying to make the math courses more relevant and meaningful. I am interested in having Culinary students getting their Pastry and Baking experience from Chef Shaw, and the Pastry and Baking students getting their culinary experience from the culinary faculty. This can help to bring the programs together.

Remedial students will have a weekly meeting with me. I will work with Makayla to set up these meetings. I will also be in communication with instructors that are teaching remedial courses to our students to determine the student's progress. There is interest in having the ART 117 course for culinary students this fall mimic what was done last year in Baking and Pastry. See below.

Administrative Procedures, Questions and Issues:

- **Ordering of Food and Inventory Control:** I have seen no policy or procedures relating to the ordering of food supplies and inventory control. This does not mean that these things were not done, but it does mean I cannot find anything written down. Since there are currently five people in the program, four instructors and one director, does it not make sense for each position to be responsible for ordering and inventory control for OCCI programs for one term. In this way, the duties would come up approximately every 14 to 15 months. I do not have any procedures to suggest to you at this time, and I am certainly open to suggestions. The food lockers and freezers should be locked. As I understand it all instructors have keys to the food lockers and freezers.
- **Bids for Supply of Food:** Should we not put out to bid to Sysco, Food Service of America and any other vendor our food requirements for the OCCI program for a year?
- **Food Outside of OCCI Building:** I do not want any food leaving these premises without a prior discussion with me. I do not want luncheon materials to be provided students outside of what they prepare in labs. Students will not be allowed to take food from the premises for their own consumption.
- **Marketing and Recruitment:** We have spent a large amount of time working on the marketing and recruitment problem. We have also come up with assignments:
 - **Externship Positions within OCCI Programs:** Kevin Shaw has come up with a good idea, which is to have Externship positions for our students within the OCCI program. There are specific conditions of the externship. Kevin will work to take these conditions outlined for current externship positions outside of the OCCI and come up with suggestions as to how these can be applied to externship positions within the OCCI program. Kevin will work with all Faculties to develop Externship positions for our OCCI program that will benefit our students and our programs. We have to discuss a time frame for development and implementation.
 - **ART 117:** The culinary instructors are interested in having their students receive a similar experience in the ART 117 course that the Pastry and Baking students received in ART 117 last year. I am asking that Kevin work with the culinary instructors and the instructor for ART 117 that taught the Baking and Pastry students this past year to see if this can be accomplished this year. Obviously, this has to be accomplished rather quickly since ART 117 for culinary students is scheduled to start this fall.
 - **Pro Start/Skills USA Spring 2007 Competition at OCCI:** Tom Roberts agreed to head up an effort start a competition for Pro Start/Skills USA high school programs that would be three to five weeks before their respective state wide competitions. It was felt that there may be a great interest in such a competition by Pro Start/Skills USA high school program directors. There was one suggestion to call the event, The Oregon Coast Competition, sponsored by the Oregon Coast Culinary Institute. We would provide OCCI chef smocks for students in the competition; give the winners big trophies for display in their facilities, and the students from the winning teams partial scholarships to attend OCCI upon graduation. It could be relatively inexpensive if sponsors were obtained and student

housing would have numerous open spots in the spring time. Maybe charge five to ten dollars for the night that students, their parents, and Pro Start/Skills USA directors would be on campus. We could also have a nice awards ceremony.

- **Creation of an ACF Oregon Coast Chapter, Working with Skills USA, College Fair in Alaska, Portland (Food Service of America) Vendor Meeting:** Dale Fowler agreed to head these efforts up.
- **Pro Start/Skills USA Summer Workshop for High School Program Directors.** Nilda DoVale agreed to head up an effort to create a workshop at Southwestern/OCCI for high school Pro Start/Skills USA directors. This will take sponsors and support from the food service business and industry.
- **Participation of OCCI in State**
- **OCCI Website:** The OCCI website is being reworked so that search engines can more easily find our program. We should also make sure that the new web site has good visuals of our new culinary facility.
- **Marketing and Recruiting Consultant:** We may hire a consultant to help us in marketing and recruiting. I have spoken with Harry Brockwell and he is preparing a proposal for marketing and recruiting for our consideration. If you have any other ideas regarding marketing and recruiting please share them with me.
- **Pictures of 2006 Cohort and Current Staff:** On November the 7th at 10:00 AM, Memo Jasso from Brown's Studio will be in our facility to take pictures of the cohorts, including their instructor, and a head shot of the faculty. Students can purchase an 11 X 14 picture of their cohort for \$20.00. I have no idea as to where we can place these cohort pictures. I am certainly open to suggestions. I suggest that the head shots of the current faculty be placed in the display case along with their outstanding qualifications.
- **ART 117 for Culinary Students:** Mark Stueve has been hired to teach this class for students in the culinary program this fall. I will ask Kevin to help Mark, and work with the culinary faculty, to try to implement a similar course that Kevin had with his students this past year in ART 117 for our culinary students. Everyone agrees that it was a good idea and experience for Kevin's students.
- **Catering Menus and Events:** Staff should be thinking about what they want to do regarding catering events at the OCCI facility. Do you need a range of menus with prix fixe, or does it make more sense to ask what they want then figure out what the menu would cost and add a fixed percent for the student scholarship fund. How many catered events can you handle per term without negatively impacting your students? How would this catering be handled if there were luncheons, or luncheons and dinners offered weekly at OCCI for the general public that were run by Externs, but assisted with labor from your students?
- **ACF Competition:** Tom Roberts is taking the lead on establishing a team from OCCI to compete in the next state wide ACF junior competition. We

will need a student from the Baking and Pastry program to serve as the desert person for this event.

- **OCCI Mentors:** Dale Fowler suggested that we have OCCI faculty serve as mentors to high school culinary programs. This would entail OCCI faculty serving as mentor/facilitator to specific high schools with culinary programs. OCCI mentors would visit the high school programs once or twice a year, talk about culinary careers, give a cooking example, and if approved by President Hansen, the OCCI mentor in collaboration with the high school instructor select one student in the high school program to receive a \$1,500 scholarship to attend OCCI within two years of graduation from high school. Such a program could be easily started with Myrtle Point, Roseburg, and Grants Pass high school culinary programs.
- **Oregon ProStart Competition Exposure Opportunity for Hospitality Students:** Nilda has found where the State ProStart competition in April 2006 allowed for post-secondary culinary schools to have a booth at this competition. If the same exposure program is scheduled for the Oregon ProStart competition that is scheduled for February 28, 2007, should we have a booth at this competition?
- **Completion Rates of OCCI Students:** I do not have specifics, but I have been led to suspect that the completion rate for our students is not good. As I understand it, the problem revolves around our students not completing the academic courses required for the AAS degree and/or our students not completing their Externships. So these are two issues that we should address over the next few months. An ancillary issue that I would like to have you think about is, "Does it make sense to offer a certificate in Culinary Arts, and/or Baking and Pastry for students that do not complete either their academic requirements and/or the externship?" In this way, our students would have two options – a certificate of completion and/or the AAS degree. There would be two tracks available for our students. If this makes sense, we should move ahead hoping to get changes and approval for the fall 2007 catalog, which will be put to bed sometime in early 2007. If we cannot make such changes, for the fall 2007 cohorts than it should be delayed for implementation in fall 2008.
- **Associate of Applied Science Culinary Arts Management Training:** I do not know if this is a problem or not, but it has been brought to my attention, "Do we really provide management training for our graduates in the food service industry, or do we provide them with the necessary training and skills to begin their careers in the food service professions?" If this is a problem, its resolution is a bit more complicated than simply changing the name of our program. I believe if it is changed, we have to seek approval from the Office of Community Colleges and Workforce Development.
- **What would you like in respect to the permanent OCCI Director?** I am not speaking about personality, I am speaking about duties, tasks, working relationships, etc. I will forward your input to Dean Schoonmaker.

- **Kridelbaugh Endowment:** Tom Roberts had asked me about the establishment of a scholarship fund for OCCI students. In honoring me in my retirement last year, the Board of Education gave \$10,000 to the College Foundation for an endowment for scholarships in my name. Frankly, I had forgotten about it until Tom brought this idea up. The Kridelbaugh endowment will be for scholarships for OCCI students and only the interest off of the account can be used for scholarships. Initially this scholarship fund for OCCI students will be small, but hopefully over the years it can grow through donations.

OCCI Staff Agenda
September 28, 2006
3:30 PM OCCI Building

News, Gossip, Other

- 1.) Met with Joe Benetti. He will be chair of ORA next year. He can really be of big assistance with OCCI and any special programs that we run.
 - a.) "Bite of Oregon" - a big food event held in Portland every year sponsored by the ORA. Would OCCI like to be a participant?
 - b.) ORA Annual Convention - Salem, Oregon. February. Provide finger good for their annual dinner to which are invited all of the legislators. Do we want to be a participant.
 - c.) Joe thought that Baking and Pastry could supply some local, plated restaurants with bakery products, and there would not be a huge political problem locally the with restaurants. (Externship possibility)
He did not have a problem with Baking and Pastry selling goods to the campus community on a weekly basis.
 - d.) He did not have a problem with doing a weekly luncheon at OCCI for 20 to 30 covers. (Externship possibility). I explained that this would be run by externs and gain "front of house" experience. He also suggested that there may be a number of restaurants locally that would provide "front of house" experience for our students. I really don't know how this would work, and someone would have to run the program.
 - e.) The people that have purchased the Coos Country Club are looking for someone, somebody to run their food service - restaurant. Would this be another externship possibility? Could it be a part of the OCCI program on a continual basis?

OCCI Staff Meeting: October 3, 2006

OCCI Building

In Attendance: Dr. Stephen Kridelbaugh, Linda Kridelbaugh, Nilda DoVale, Dale Fowler, Kevin Shaw, Tom Roberts and Makayla Pedey

Externships	Discussion regarding implementing the externship process earlier into the program. Conclusion: Dr. Kridelbaugh and Tom Roberts will work on a procedure to implement the externship process in a more efficient and timely manner to assure placement of students in externship locations.
Remediation	Dr. Kridelbaugh informed faculty of the remediation plan for students of the 2006 Fall Cohorts. Dr. Kridelbaugh is requiring faculty to check in with the students that are in need of remediation on a weekly basis and direct any concerns regarding students not following the student remediation plan to contact Dr. Kridelbaugh.
Upcoming Events	<p>Discussion regarding events that OCCI has planned to cater and the workload supporting these events commenced.</p> <p>Points of Interest: Nilda DoVale will recruit student volunteers to work with Jarden Kazaar for the Meat Lover's Extravaganza (10/14/06) and Ford Family Foundation event (10/12/06 and 10/13/06). Dr. Kridelbaugh will acquire additional information on the Home Builder's Association's request for monthly dinners.</p> <p>Points of Concern: Faculty are concerned that catering events are interfering with program curriculum.</p> <p>Conclusions: Faculty will not be participating in the Oyster Closter Event 11/4/06 and OCCI will not accept any additional events during fall term 2006.</p>
Program Assimilation	<p>Discussion. The Baking and Pastry and Culinary programs need to revise programs so that the required academic courses of the program are in the same terms. Linda Kridelbaugh requested faculty to review their respected program to avoid classes being taught on Fridays during the summer term.</p> <p>Conclusion: Faculty will work with Linda Kridelbaugh to ensure that both program's academic courses will coincide for the fall term 2007 program start.</p>
Food Costs	<p>Discussion. Faculty need to separate the program food costs, catering food costs and the community education classes' food costs.</p> <p>Conclusions: Dr. Kridelbaugh has worked with the business office to setup accounts to separate the food costs for the catering events. Catering Revenue Account 57-8551-45250 Catering Cost Account 57-8551-53137</p>

	Dr. Kridelbaugh will research the community classes food costs account information.
Community Classes Winter Term 2007	Dr. Kridelbaugh requested each faculty member to select one community education class to teach winter term 2007.
Additions to Agenda	
Faculty Portfolios and Evaluations	Linda Kridelbaugh informed faculty that portfolios and evaluations are to be submitted by the end of fall term 2006. Points of Interest: Faculty stated evaluations and portfolios were recently submitted during summer or spring term of 2006.
Course Reviews	Linda Kridelbaugh will forward to faculty members courses that are scheduled to be reviewed and updated.
Student Portfolios	Linda Kridelbaugh will contact Mark Stueve, ART 115 instructor, to start working on student portfolios in the Art 115 course as the culinary program has moved CS120, the course that includes student portfolios, to summer term 2007.
A.A.S Degree Committee	Discussion. Faculty and program specialists of the A.A.S. degrees would like to review state and SOCC requirements of the A.A.S. degrees. Conclusion: Faculty agreed to participate in the committee to review the A.A.S. degrees.
2006-2007 Program Changes	The Math 70 course being taught winter term 2007 will have a class section and a study hall section. Students will be required to attend both. The HE 250 course being taught winter term 2007 may be taught in one section or may also be offered as an on-line section.
Internal Extern Positions	A discussion regarding the externs' salary commenced. Conclusion: Dr. Kridelbaugh will contact Human Resources to be able to obtain an accurate cost to set externs' salaries.

Meetings:

Thursday, October 5, 2006 at 3:30 p.m. to review faculty's plan. Faculty.

Tuesday, October 10, 2006 at 3:30 p.m. general staff meeting. OCCI Staff.

Agenda Items:

- Community Education Classes: Costs/Accounts
- Faculty's Community Education Classes selection for winter term 2007.

OCCI AGENDA
OCTOBER 10, 2006
3:30 PM FACULTY OFFICES

- 1.) **STUDENT EXPECTATIONS:** Expectations of Students in Class.
- 2.) **E-PORTFOLIOS FOR EXTERNSHIPS:** Flash Drives for Students to Develop e-portfolios for externships.
- 3.) **SIGNATURES ON FOOD RECEIPTS:** Signature on all receipts for food and/or beverages: Sysco, FSA, Albertsons, Cash & Carry, etc. Business Office will not pay unless receipts have been signed.
- 4.) **No Food Out of Building:** Last year some people presumed that student's were taking food from OCCI for their lunches and dinners. I do not think that this is happening. Is it?
- 5.) **LIMITED ON-PREMISES LIQUOR LICENSE:** Does anyone know if anything has been done to accomplish this?
- 6.) **REMEDIATION:** – how does the faculty want us to handle remediation students. We have to keep the pressure up on our students so that they will complete their remediation in a timely fashion.
- 7.) **SYSCO PROMOTIONAL MATERIALS:** \$35.00 check. Who wants it?
- 8.) **CULINARY TRAINING PROGRAM – OCCI and the Business Development Center.** See handout.
- 9.) **CATERED AND OTHER EVENTS**
 - a. **October 12-13:** Ford Family Foundation – Jardin Kazaar
 - b. **October 14:** Meat Lover's Extravaganza
 - c. **October 17:** Oregon Symphony Fund Raiser
 - d. **October 25:** School Districts Superintendents
 - e. **Home Builder's Association:** Any interest, or should we let the Culinary/Baking and Pastry Externs handle if these positions are approved.? In early December.
 - f. **Kiwanis early December/late November:** Bonnie Olson, Kiwanis like us to cater an event here at OCCI for 25 to 50 people. Just h'or durves.

We have to come up with some set menus for "just h'or durves", for a chicken dinner, a steak dinner, a crab dinner, a fish dinner, etc. I would suggest we base it upon fixed prices for set menus. It is just too difficult to try to meet everyone's expectations when the expectations are let's do it as cheap as possible, with as little fuss as possible, and at OCCI. Should we charge to use the facility? I think so.

- 10.) **Student Transfers – Kevin Shaw**

Kevin has a student that has transferred in from Johnson and Wales. Student expects to get credits transferred from there into our program and get credit for them. This has not come up before that I know of. Student has spoken with Makayla Pedey.

OCCI AGENDA
OCTOBER 17, 2006
3:30 PM FACULTY OFFICES

Date: October 16, 2006
To: OCCI Staff
From: Steve Kridelbaugh
Subj: Agenda for October 17, 2006

- 1.) **JOB DESCRIPTIONS:** Job Descriptions for both Culinary and Baking and Pastry externship positions. The sooner we can get these job descriptions up to Dr. Schoonmaker and approved, the sooner we can begin these programs. Bring your changes and mark-ups of the descriptions that I sent to you so that we can discuss. There may be changes that you want to one job description that may be relevant for the other.

- 2.) **STUDENTS IN NEED OF REMEDIATION:** Attached is a list of students that need to see Dr. Kridelbaugh on a weekly basis. Please announce to the students on this list in your class to see me this week.

- 3.) **KRIDELBAUGH ENDOWMENT:** Dick Vigue from the Foundation Board met with me yesterday and asked me for ideas about how to use the funds from the endowment for things other than scholarships. Their thinking is that interest on the account will amount to four or five hundred dollars a year, and that this is not much towards a scholarship. Some thoughts: an expensive knife set for the outstanding graduate from the program, travel funds to augment the Korean externship; special travel funds for attendance at an ACF convention. Do you have any ideas?

- 4.) **PROGRAM AND COURSE CHANGES:** Although it may seem like we have a lot of time, we do not, since these changes have to be in by the end of December. Contemplated changes in courses and the programs: 1.) All academic classes for both culinary and pastry and baking will identical for each quarter; 2.) Any progress on getting a Math 70 course incorporated into our curriculum and doing away with Culinary Math 1 and 2; 3.) We should award a certificate for those students that do not complete all requirements for an AA degree, i.e., they do not pass their academics, they do not want to take the academics, or they do not complete their Externship.

Course Descriptions: Course descriptions need to be 50 words or less for inclusion in the course catalog and where appropriate the course schedule.

- 5.) **COLLEGE FAIRS:** The college fairs are fast approaching and we need to make sure that we maximize our contacts in each geographical area. This means we should be sending out letters no later than at the end of this week to high school culinary teachers informing them that we will be in there area, at the College Fair, and that

hopefully we can meet. Materials that are sent out to the high school culinary teachers should be a cover letter with copies of our brochures, etc. We also need to develop a system whereby we collect contact information of prospective culinary students, how they are followed up on and by whom and when they are contacted. Finally, we will need to know if these prospects are converted into students. Tom Nicholls, can you help out in this regards?

5.) **UPCOMING EVENTS:**

A.) **Oregon Symphony** Event – Tonight, Tuesday, October 17, 2006.

B.) **Superintendent's Meeting** on October 25th: President's office informed me that they will use Premier for this event.

C.) **Fund Raiser for ACF competition** scheduled for October 20th. Do we need to do anything to get out more publicity? Has it been on SOCC TALK?

D.) Anyone know how successful the "Meat Lover's Extravaganza" was last Saturday evening?

E.) **Don't forget that Memo Jasso will be here on Tuesday, November 7th at 10:00 AM to take pictures of your cohorts in uniform and also to take pictures of the Chefs and program staff. Students can order pictures for \$15.00 to \$20.00 depending upon what they want an 8X10 or and 11X14.**

6.) **FOOD COSTS FOR THE WEEK OF OCTOBER 9 – 13:** Food costs for the week of October 9 to 13 was \$1,782.03 or \$6.98 per student per day - an increase of 7%. Last week it was \$6.53 per student per day.

I would suggest that at some point in time, you all should have a decent idea of what is going to be taught on a particular day in any quarter. If that is the case, then we should be able to develop a menu and know fairly early on what the food costs are going to be per student per day.

Tom suggested that we do a price comparison between Cash and Carry and Sysco. Do you think that this would be very hard to do? If not maybe I can get it started if you give me a list of things to price at Cash and Carry.

7.) **OCCI ADVISORY COMMITTEE DINNER AND MEETING:** The advisory committee dinner has been scheduled for November 8, 2006, at 5:30 PM. I hope that the dinner can be prepared and served by our students. I would hate to have the dinner catered by an outside source. I also would like everyone connected with the program to attend this meeting: Chefs, Linda Kridelbaugh, Makayla, and Tom Nicholls if possible. As usual, I have over scheduled myself in that I had previously scheduled a joint-boards meeting with the Coos Bay Yacht Club at my home on the same evening – I am the incoming Commodore for 2007. I believe that I can get what I need to say to the Advisory Committee accomplished by 6:30 to 7:00 PM, so that I can make the Yacht Club meeting.

8.) **IN GENERAL:**

A.) **Table Service for Chef's Table:** Have dinnerware, flatware, glassware, and silverware been ordered from Sysco. Who is responsible?

B.) **Camera, tripod, and Photo Table:** I have ordered a camera and still trying to find a light table for taking pictures of entrees that students can use in their e-portfolios.

C.) **ACF Chapter:** I would like to have an ACF chapter here by the end of the year. What are the chances of doing this?

D.) **Catering Menu:** Where is the prix fixe menu for catering. We need that ASAP because we are getting numerous requests and it makes it very difficult to let prospective users know that we are not doing these things for cost or below cost. Was it Kevin that was to get the prix fixe menus to us?

E.) **Externship Methodology:** In order to bring closure to this issue can we decide at this meeting what we want our students to do each quarter regarding the externship experience, and culminating in a bona-fide externship located and obtained by the first week or two or the 4th quarter.

F.) **Equipment:** I would like to have from you a list of equipment that you would like to see purchased for your labs with specific information: what it is, where can it be ordered from, what is the cost of purchase and shipping, etc. Kevin has indicated that he needs mixers and shelves, and Tom has indicated that he would also like shelves.

OCCI Agenda October 24, 2006

1.) DEBRIEF ON PACIFIC RIM BUFFET

This was an outstanding event, but the attendance at the event was slightly less than wished for. The question is why? The food was great, the facility looked very attractive, and all of the students and staff were welcoming and helpful. The number one issue of attracting people to an event is publicity and/or marketing. This can be accomplished in a number of ways with which we are all familiar: TV, Radio, the press, the College reader board on Newmark Ave., etc.

Suggestions:

- a.) Have one or two of these events a term so that people that want to come have foreknowledge of the event. Schedule these events well in advance and for the entire year. By scheduling these events well in advance a good marketing and publicity program could be designed to get people to attend.
- b.) Keep contact records of people that do attend events at OCCI so that an invitation can be mailed to them well in advance of the event. Get contact information from checks, registration forms of community classes, and have a form that can be filled out by those that attend an event. This would be a mailing list kept by Makala and kept up-to-date for mailing purposes.
- c.) Take pictures of food and staff at events that can be incorporated into a flyer for marketing other events. Try to get comments from those that have attended events to include in publicity brochures.

2.) EXTERNSHIPS OUTSIDE OF OCCI

I think that we should start this process now, so that we can initiate this process this year for the Externship program outside of the OCCI program. Please review the attachment for comments, suggestions, etc. Once we agree on steps then we can implement this process, hopefully this quarter.

3.) COLLEGE FAIRS

We have to keep track of contacts, how many forms were picked up, contact information, etc., when we go to a college fair. Let's talk about how we do this, this afternoon. I have some ideas and I am sure that you have others. Do we need any forms for contact information, what do we have for handouts, any special give-aways? We must develop, refine, and make productive our lead acquisition program.

4.) HIGH SCHOOL ARTICULATION AGREEMENTS

Some of you will also be meeting with high school teachers that are involved with culinary programs in their high schools. What do we want to do NOW about articulating with these schools if they are interested in doing so? Give their students preference in enrolling in summer camp (Nilda DoVale); give their students a reduced

tuition in the summer camp; create an articulation agreement now with them; promise them \$300.00 or \$100.00 in annual support for culinary equipment;

5.) **OREGON COAST INVITATIONAL**

Where are we at in this process? The brochures have not yet been mailed. We need schools in Southwestern Washington and Northern California or should we send materials to all of ProStart schools in these states so that they know we are here? We now have the one page flyer showing off the new building that must be included in the materials that are sent out. Let's finalize this so that we can start to get some publicity out about it. How and who is going to follow up with the schools to which materials have been sent to see if they are interested in participating. Should we have some follow-up materials in early Winter – January?

6.) **INTERNAL EXTERNSHIP POSITIONS**

Where are we at in this process? Are the job descriptions finished so that they can be forwarded to Dr. Schoonmaker for approval. We need approval of these job descriptions so that we can proceed and hire the Externs and get the Chef's Table and The Patisserie off of the ground.

7.) **US NAVY ON-BOARD PROGRAM FOR CULINARY ARTS**

I hope that the culinary chefs are interested in bringing this program to fruition. Let's talk about it at the staff meeting.

7.) **VIDEO PRODUCTIONS POSSIBILITIES**

I have started discussions with Wayne Van Burger and Travis Cooper of Beaver Hill Productions regarding a video of OCCI and our facilities. I have also discussed with them the idea of getting the most sought after recipes on the internet, making a two to three minute video, and posting that video to our web site. They were excited about it. Let's see what happen.

8.) **OCCI WEB SITE**

Pad Davidson, the Web Master for the College, will be at our Staff meeting on Tuesday. If you have any thoughts about what you think the OCCI Web Site should look like or include please be prepared to share your thoughts with Pat.

Attachment: Externship Activities for Students by Term of Program

Agenda – OCCI
October 31, 2007
Happy Halloween

- 1.) Externship requirements term by term.
- 2.) Internal Externships
- 3.) Articulation Agreements
- 4.) College Network. Com
- 5.) Web page:
 - a. Catering Menu
 - b. The Chef's Table -- Menu for the whole term.
 - c. La Patisserie -- Baking specials week by week for whole term.
- 6.) Catering menu
- 7.) Food Costs for week of October 22-27
- 8.) College Fairs
 - a. Statistics. Count your handouts before you start and at the end of the show.
 - b. Mark reply postcards so that we know from what recruitment trip the cards are coming from.
 - c. Hand out Articulation Flyer and A Touch of Class

OCCI Agenda
November 8, 2006
OCCI Buidling

- 1.) College Fairs. Reports will be given by Steve Kridelbaugh, Tom Nicholls, and Kevin Shaw on their recent experiences in Alaska, Seattle, Spokane, Boise, and other points.
- 2.) College Bound Network: Our contact page on the "lead" director service, the College Bound Network, is up and running. The contact person is Tom Nicholls. We should have a bi-weekly report on the number of leads that are being generated through this program.
- 3.) OCCI Web Site: The OCCI web site should have specific pages devoted to the "Cookin' up a Storm" summer intensive culinary workshop for high school students and the "Oregon Coast Invitational".
- 4.) Food Costs for the week of Oct 30th – Nov 3rd.
- 5.) The Advisory Body meeting at 5:30 pm. Comments, thoughts, suggestions, etc. A copy of the agenda is attached to this agenda.
- 6.) A report on the search for a new OCCI director by Linda Kridelbaugh.
- 7.) Have we had

AGENDA FOR NOVEMBER 21, 2006,
OCCI STAFF MEETING

- 1.) Scheduling of **pictures** for Dale Fowler and Kevin Shaw cohorts. (Steve Kridelbaugh)
- 2.) **Changes** to Culinary and Baking and Pastry Programs for fall 2007 and 2007/2008 catalog. (Linda Kridelbaugh)
- 3.) **Alcohol Server's Course** for December 5th. How many students. It is important that your students know that this is a good license to have to seek a job, and that if they don't do it now they will have to pay for the class themselves. (Steve Kridelbaugh)
- 4.) Issuance of "**Limited Use On-Premises Liquor License**" for OCCI. I believe by the time we have our staff meeting we will have this license. (Steve Kridelbaugh)
- 5.) **Review of College Fair Program**. We need to write up a report on these activities to insure that they are worthwhile doing and productive. (Tom Nicholls, Steve Kridelbaugh, Kevin Shaw, and Nilda DoVale)
- 6.) **Food costs** for week of November 13-17, 2006. (Makayla Pedey)
- 7.) **Student Evaluations**: Makayla Pedey will conduct your student evaluations next week. Kevin Shaw's student evaluations were conducted last week while he attended college fairs in Oregon, Washington, and Idaho. (Steve Kridelbaugh)
- 8.) **Fund Raisers** for Baking and Pastry and Culinary Arts. Both programs are interested in scheduling fund raisers for their student clubs. It is my suggestion that these be scheduled as far in advance and with as much detail as possible so that they can be placed on the OCCI website. I suggest that there be one fund raiser a quarter, that the fund raiser is themed, and that that it be scheduled around the same time each quarter. each year. (Steve Kridelbaugh)
- 9.) **OCCI Externship Positions**: Stephen Schoonmaker will get the necessary signatures on the position descriptions within the next day or two so we can proceed with filling these positions. I want to have a discussion with you as to how we will proceed in doing this. (Steve Kridelbaugh)
- 10.) Dale Fowler **graduation ceremony**. Anything left to do. (Dale Fowler)
- 11.) Status report on permanent **OCCI Director**. (Linda Kridelbaugh)
- 12.) Status report on filling **OCCI Recruiter** Position. (Tom Nicholls)

- 13.) **Oregon Coast Invitational** and Marketing/Recruiting materials to ProStart Schools in AK, CA, ID, NV, OR, and WA. (Steve Kridelbaugh)
- 14.) **Equipment Needs**. If you want to get something ordered prior to the new Director coming on board let's work on now. (Steve Kridelbaugh)
- 15.) **Korean Externship**: Southwestern has an exchange agreement between Hyejeon Junior College in Hong Sung, Korea, and Southwestern. Basically, the agreement says that each college will assume the living costs and costs of attendance for one term for one student from each college's culinary school. There is one scholarship for both culinary and baking and pastry – it is not one scholarship for culinary and one scholarship for baking and pastry. This should provide one of our students with an unforgettable and extremely rewarding Externship experience at minimal cost. Our student that goes to Hyejeon would have to pay for their airfare estimated to be around \$800.00 plus some living expenses. Their tuition and room and board will be assumed by Hyjeon Junior College. Their term goes from mid-August until early December. During the time there they will be enrolled in and attend the culinary or baking and pastry program at Hyjeon Junior College. Since this is probably one of the more prestigious Externships that an OCCI student could have I think that there should be standards developed by which applicants will be measured in order to be selected for this Externship. The student should be selected in late spring so that he/she has the time to get the necessary paperwork (passport, visas), shots, etc., before departing in August. Let's discuss.
- 16.) **Wrap-Up**. My tenure here is rapidly coming to a close. Anything that you want me to do? (Steve Kridelbaugh)
- 17.) **Other?**

AGENDA
OCCI STAFF MEETING
NOVEMBER 28, 2006

1.) **Credit for high school ProStart courses, or passing the National ProStart examination, and/or the 400 hours of work experience/mentorship.**

ProStart is creating a national data base of post secondary institutions that are affiliated with ProStart on the NRA's web site. They are interested in post-secondary institutions providing information on exactly what we provide to ProStart students if they enroll in our program. At this time, we give a \$600.00 scholarship to ProStart students that attend OCCI that have an articulation agreement with OCCI, or a \$300.00 scholarship for high school students that attend OCCI that are not affiliated with a ProStart program. Please see the attached.

Is there anything else that we could do?

2.) **Upcoming Events:**

- a. Providing Finger Food for Oregon Restaurant Association's meeting with Legislators in Salem, OR, in February, 2007.
- b. Participating in Oregon Restaurant Association's "Byte of Oregon" in the summer of 2007 on the waterfront in Portland, OR.
- c. PEO Group wants a tour of the OCCI facility on Monday morning, February 19, 2007. Contact is Sharon Cox at 888-3724.
- d. Northwest Foodservice Show. April 1-2, 2007, Oregon Convention Center. Expect 12,000 people at this event. Would be good to go just to get acknowledged as a culinary institute in Coos Bay, Oregon.
- e. ACF State wide competition, early February, 2007.

3.) **Alcohol Server's Class (December 5, 2006).**

- a. I need an accurate count on the number of your students that will be taking the alcohol server's class on December 5th, so that I can get a check out for the instructor from the Oregon Restaurant Association. Please note that someone between the ages of 18 and 21 can serve alcohol, but they cannot pour the drink. Also, please remind your students that they must have a check or money order for \$23.00 made out to the Oregon Liquor Control Commission (OLCC) when they submit their application to the OLCC at the end of the class on next Tuesday.

4.) **Pictures on December 4th at 10:00 AM.** Memo Jasso from Brown's Studio will be with proofs and also to take pictures. I'll review with you.

- 5.) **Another Program?** Johnson & Wales has a National High School Chef of the Year program that provides scholarships for winners in two categories: entrée and dessert. Following analysis is based on AA program (2 years).

<u>Scholarship</u>	<u>Cost of Tuition</u>	<u>Awarded</u>
2 Grand Price (Full ride for 2 years)	84,000	84,000
2 Runner Up (\$7,500 for 2 years)	84,000	30,000
2 2 nd Runner Up (\$5,000 for 2 years)	84,000	20,000
14 \$3,500 for rest of invitees	588,000	98,000
1 st 300 entries will receive \$1,000 One time grant.	1,260,000	300,000
Grand Totals	2,100,000	448,000

POINT: There is no way that Johnson and Wales loses over even comes close to breaking even on this program. They make a lot of money on tuition.

QUESTION: Does it make any sense for OCCI to mimic this program, but on a much smaller scale for West Coast high schools? This may be something that the staff and permanent director should consider for implementation in the 2007/2008 academic year. Makaya has the brochure from Johnson and Wales that outlines this program.

- 6.) **Internal Externships:** Hopefully, when we meet this afternoon everyone will have signed off on the positions descriptions for The Chef's Table and La Patisserie externship positions. I want to have a discussion amongst all of us about who you are thinking about offering the position to. I also want to interview them prior to making them an offer. Another question is should they start ASAP so that they have a running start on implementing the programs at the beginning of winter quarter?
- 7.) **Report on Marketing and Recruiting:** Tom Nicholls will have a report for us tomorrow at our staff meeting.
- 8.) **Prior Credit for ProStart Program:** I have attached a flyer from the ORA that lists the subjects taught in ProStart. There does not appear to be hardly any practical experience on food preparation. Should we consider as an Institute to give any credit for these classes towards our AA degrees? See attached.
- 9.) **La Patisserie and The Chef's Table:** See handout.
- 10.) **Follow-up on Sixteen Projects:** I will work with the new Director to insure that there is follow-up on the sixteen projects that we have started. The most important of course are the marketing and recruiting projects.

December 5, 2006

Agenda for OCCI Staff Meeting
December 5, 2006

1. Culinary Course on Diabetics. Linda Hicks, Bay Area Hospital Education Coordinator, and Rita Hoover, Patient Education would like to have OCCI involved in a class on diabetic eating, food choices, cooking, eating on a budget, etc. Her premise is that diabetics is at epidemic levels with 25% of Medicare's budget going to diabetic treatment and by 2050 it is estimated that one out of three babies born in that year will be diabetic. Sounds to me like a genetic issue. Contact info is Linda Hicks: 266-7927 and Rita Hoover, 266-7928. It is purposed to have our students be involved. Apparently, this has been discussed before with Nilda DoVale, Kevin Shaw, and Joanna Blount. Linda Kridelbaugh
2. Spring Community Cooking Classes: We need to have these classes identified. My only input is to see if any of those on our advisory body would like to teach a community education class. Courses have to be in today. Gaungzhou Institute of Technology – 1st two weeks in March. Schedule something on Chinese cooking. Linda Kridelbaugh
3. Food Cost for Week of November 25-29. Makayla Pedey
4. Photos – where we are at and what we should do. Steve Kridelbaugh
5. The Chef's Table and La Patisserie: Elisa has been hired as the The Chef's Table Extern, and Tara has been hired as the La Patisserie Extern. Both Externs will be in OCCI through spring quarter. The following things have to be accomplished ASAP so that both of these programs can commence operations in January, 2007:
 - A.) Any special equipment and or supplies that need to be ordered?
 - B.) Menus and product lists need to be developed ASAP and marketed through OCCI, SwoccTalk, The Southwester, and other appropriate vehicles.
 - C.) Chefs should for the immediate future (3 months) provide weekly updates to staff at staff meetings on program implementation and success.
6. Camera and Light Table: The camera and light table for taking pictures of plated food have been received and are currently in Director's office. Any suggestions as to what we want to do with these two pieces of equipment? Steve Kridelbaugh
7. End of Term Grades: Grades have to in by Tuesday, December 12th at 9:00 am. Have Mark (Art) and Christine (Speech) been asked to make sure that they have their grades in also. Steve Kridelbaugh
8. Standards: Chef Shaw has some concerns about standards for our students. Chef Kevin Shaw
9. Only 12 more Working Days: Anything, you need or want me to do in the next 12 days – order supplies for program or The Chef's Table/La Patisserie or in general; anything else?

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

Professional Organizations (Of which you are currently a member)

Name of Organization

American Culinary Federation

Oregon Educators Association

Professional Development Activities

Technical Skills (Seminars, workshops, courses, or activities related to the field in which you are teaching)

Name, date and number of contact hours of class/activity :

Coaching junior culinary team: 12, 6 hour sessions on Saturdays from September to January.

Writing Curriculum for OCCI.

Writing and teaching an online class for Tug Boat cooks.

Instructional Skills (Seminars, workshops, courses, or any activities related to learning and improving instructional skills)

Name, Date, Number of Contact Hours of class/activity

SOCC in-service, September 19-23, 40 hours

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

Publications which you regularly read:

Culinary Review

Santé

American Educator

Savieur

Bon Appetite

Gourmet

Cooking Light

Visits to Other Programs (Schools/institutions with similar culinary programs)

Name of School and Date of Visit

Renton – December

Seattle Art Institute – June 4th 2006

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE

DATE 3-21-07

Thomas Roberts

Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DOCUMENT F
ACFF Accrediting Commission

DATE 3/22/07

FACULTY DATA SHEET
[Handwritten Signature]

Signature of School Official and Title

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

Directions: Professional development activities need to be reported for the past twelve months. Use additional sheets as necessary. Do not send resumes.

Name of School: *Southwestern Oregon Community College*

Name of Faculty Member: *Nilda Garzelloni DoVale, CCC*

Job Title: *Chef Instructor*

Full-time: X Part-time:

Subjects Taught: *Introduction to Professional Cooking, Basic Food Preparation, Introduction to the Food and Beverage Industry, Sanitation and Safety for Managers, Introduction to Vineyards and Beverages, Restaurant Layout and Interior Design, A La Carte Cooking I, A La Carte Cooking II, Regional Cuisine, International Cuisine, Culinary Arts Career Planning, Culinary Calculations I, Culinary Calculations II, Menu Planning and Design, Inventory Control and Purchasing, Introduction to Garde Manger, Advanced Garde Manger, Advanced A La Carte Cooking in Restaurant, Culinary Nutrition*

<u>I. INSTRUCTIONAL SKILLS</u>	<u>DATE</u> & <u>HOURS</u> & <u>SPECIFY THE TOPIC or EVENT</u>
A. School/department in-service workshop	<i>Sept. 2005,2006 40 hrs. , SOCC inservice</i>
B. Education conferences/seminars <i>Educators Conference</i>	<i>April 2005, 8 hours, ACF Central Regional</i>
C. Formal college course work	<i>BA Hospitality MSU, graduated Sept. 1977</i>
D. Visits to other institution's programs <i>Hot Food Competition</i>	<i>Jan. 2004, 2005, Lane Community College-ACF</i>
E. Faculty retreats for planning and assessment	
F. Active membership in educational organizations	<i>Oregon Educators Association</i>
G. Teaching exchange program	
H. Other (specify)	<i>writing curriculum, working toward CCE certification</i>
I.	
<u>II. TECHNICAL SKILLS</u>	

A. Active membership in professional organizations *ACF, OEA*

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

- B. Visits to business or industry *Eating out, visit to Ghiradet Winery, FSA Food Show, Clausen Oyster Farm, Bandon Dunes Resort, Abbey's Greens Farm, The Dunes Resort, The Mill Casino, The Nugget in Reno, Sysco Food Shows, 2003-2007*

- C. Participation in technical conferences/workshops *ACF Central Regional Conference 2005*

- D. Culinary competitions *Coached Knowledge Bowl team, Western Regional 2006.*

- E. Outside related employment

- F. Other (specify)

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

(Invalid without signatures. Please type)

Name of School: *Oregon Coast Culinary Institute*

Name of Faculty Member: *Nilda Garzelloni DoVale*

Date of Employment: *Sept. 2003*

Full-time: *X* Part-time:

Job Title: *Chef Instructor*

Teaching hours/week: *8-1:30, M-F*

Office Hours: *5 hrs week, 7:30-8:00am, 1:30-2:00pm*

Professional Certification(s) held: *CCC*

Courses taught: *Introduction to Professional Cooking, Basic Food Preparation, Introduction to the Food and Beverage Industry, Sanitation and Safety for Managers, Introduction to Vineyards and Beverages, Restaurant Layout and Interior Design, A La Carte Cooking I, A La Carte Cooking II, Regional Cuisine, International Cuisine, Culinary Arts Career Planning, Culinary Calculations I, Culinary Calculations II, Menu Planning and Design, Inventory Control and Purchasing, Introduction to Garde Manger, Advanced Garde Manger, Advanced A La Carte Cooking in Restaurant, Culinary Nutrition*

Education

Name of Institution with Dates Attended describing Degree or Diploma and Major:

Michigan State University BA Hotel, Restaurant and Institutional Management. Sept. 1977

Los Angeles Trade Tech – Chef's Training Program. 1979-1980

Experience: (Starting with most recent; use separate sheet if necessary)

Name of Company and Job Title including Dates of employment:

OCCI, Coos Bay, OR, Chef Instructor, September 2003 to present.

The Wheel House Restaurant, Bandon, OR, Chef de Cuisine, October 1997-September 2003

Harp's Restaurant, Bandon, OR, Sous Chef, February 1992 – April 1994

Epicurius School of Cooking, Bandon, OR, Director, April 1994-April 1995

Harp's Restaurant, Bandon, OR, Sous Chef, April 1995-May 1997

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

Professional Organizations (Of which you are currently a member)

Name of Organization

American Culinary Federation

Oregon Educator's Association

Professional Development Activities

Technical Skills (Seminars, workshops, courses, or activities related to the field in which you are teaching)

Name, date and number of contact hours of class/activity :

Writing curriculum, working with college deans and OCCI director. 20 hours.

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

Instructional Skills (Seminars, workshops, courses, or any activities related to learning and improving instructional skills)

Name, Date, Number of Contact Hours of class/activity

Southwestern Oregon Community College in-service. Sept. 15,18-22, 2004.. 40 hours.

ACF Central Regional Educators Conference, April 2005, Mt. Pleasant, Mighigan. 8 hours.

Southwestern Oregon Community College in-service. Sept. 16,19-23,2005. 40 hours

Southwestern Oregon Community College in-service Sept 15, 18-22, 2006 40 hours

Publications which you regularly read:

International Herald Tribune

The National Culinary Review

Restaurant News

Smithsonian

Gourmet Magazine

Utne Reader

Saveur

Bon Appetit Magazine

Visits to Other Programs (Schools/institutions with similar culinary programs)

Name of School and Date of Visit

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE

DATE 3/24/07

Milda Garzelloni DiVale

Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DATE 3/24/07

Sharon L. Kunkin CEC

Signature of School Official and Title

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

Experience continued:

Let's Eat, Tiburon, CA, Prep Cook, May '89-June '91

Crockery Hills Golf Course, Nunica, M,I 1986-1988, designed kitchen in new club house and set up for business

THC Waitomo Hotel, Waitomo, New Zealand, Pastry Chef, Nov. '87-Feb. '88 (during winter break from golf course)

Hillcrest Country Club, W. Los Angeles, CA, Garde Manger commi, 1984-1986

Hotel Mout Cervin, Zermatt, Switzerland, pastry, garde manger, entremetier commi, 1982-1984

Hillcrest Country Club, W. Los Angeles, CA, chef apprentice, 1980-1982

Scandia Restaurant, Los Angeles, CA, chef apprentice, 1979-1980

Associated Students of U.C.L.A., Westwood, CA, unit supervisor, 1978-1979

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

Directions: Professional development activities need to be reported for the past twelve months. Use additional sheets as necessary. Do not send resumes.

Name of School: *Southwestern Oregon Community College*

Name of Faculty Member: *Shawn Hanlin*

Job Title: *Executive Director of the Oregon Coast Culinary Institute*

Full-time: *X* Part-time:

Subjects Taught:

<u>I. INSTRUCTIONAL SKILLS</u>	<u>DATE</u>	<u>HOURS</u>	<u>SPECIFY THE TOPIC or EVENT</u>
A. School/department in-service workshop	8/2006	34	Taught Garde Manger Workshop
B. Education conferences/seminars	yearly		ACF national and regional conferences
C. Formal college course work	1987 – 1989		The Greenbrier Culinary Apprenticeship Program, The Greenbrier, White Sulphur Springs, West Virginia
	1985 – 1987		Santa Barbara City College, Hotel, Restaurant, Culinary Program A.S. Degree, Santa Barbara, California
	2006		Culinary Institute of America (CIA) at Greystone: Mastering Wine, Napa Valley, California
	2005		Culinary Institute of America (CIA): Certified Master Chef (CMC) Workshop, Hyde Park, New York
	1993		Culinary Institute of America (CIA): Nutritional Cuisine, Hyde Park, New York
D. Visits to other institution's programs			Western Culinary Institute -- many times for certification
E. Faculty retreats for planning and assessment			none

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

<u>I. INSTRUCTIONAL SKILLS</u>	<u>DATE</u>	<u>HOURS</u>	<u>SPECIFY THE TOPIC or EVENT</u>
F. Active membership in educational organizations			ACF
G. Teaching exchange program	Ongoing		Southwestern's Korean Exchange Program
	Ongoing		Southwestern's Chinese Chef Exchange Program
H. Other (specify)			Multiple of training in employment Judging and certification leadership Mentoring junior teams
<u>II. TECHNICAL SKILLS</u>	<u>DATE</u>	<u>HOURS</u>	<u>SPECIFY THE TOPIC or EVENT</u>
A. Active membership in professional organizations			ACF
B. Visits to business or industry	monthly		numerous
C. Participation in technical conferences/workshops	2006	40	Culinary Institute of America (CIA) at Greystone: Mastering Wine, Napa Valley, California
	2005	40	Culinary Institute of America (CIA): Certified Master Chef (CMC) Workshop, Hyde Park, New York
	1993	40	Culinary Institute of America (CIA): Nutritional Cuisine Hyde Park, New York
D. Culinary competitions	2006		ACF Super Challenge, in Florida, four man team—Awarded ACF Gold Medal
	2006		Western Regional ACF Chef of the Year
	2005		Appointed Western Regional ACF Certification Coordinator

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

II. TECHNICAL SKILLS

<u>DATE</u>	<u>HOURS</u>	<u>SPECIFY THE TOPIC or EVENT</u>
2005		Received the ACF Presidential Medallion
2005		ACF Super Challenge, in Florida, four man team—Awarded ACF Silver Medal
2004		ACF Super Challenge, in Florida, four man team—Awarded ACF Silver Medal
2003		Became an ACF Certified Judge
2000		World Culinary Olympics held in Erfurt, Germany—As Sous Chef for the ACF National USA Culinary Team 2000
2000		World Culinary Olympics held in Erfurt, Germany—Competing as an individual in Cold Food Category B Awarded Silver Medal
2000		Florida Chefs Association Jennie O Signature Dish Competition – Awarded ACF Silver Medal
1999		Named Sous Chef for the ACF National USA Culinary Olympic Team 2000
1999		Oregon Chefs de Cuisine Association's Cold Food Competition-Category B – Awarded ACF Gold Medal and "Best in Show"
1999		Oregon Chefs de Cuisine Association's Contemporary Hot Food Competition – Awarded ACF Gold Medal and "Best in Show"
1999		Northwest Regional Soup and Sauce Competition – Awarded ACF Silver Medal
1998		Central Regional Try-outs for Culinary Olympic Team 2000 – Awarded ACF Bronze Medal
1997		Oregon Chefs de Cuisine Association's Contemporary Hot Competition - Awarded ACF Bronze Medal
1997		Oregon Chefs de Cuisine Association's Cold Food Competition - Awarded ACF Silver Medal & Judges Award

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

II. TECHNICAL SKILLS

	<u>DATE</u>	<u>HOURS</u>	<u>SPECIFY THE TOPIC or EVENT</u>
	1995		- American Culinary Federation certification: Certified Executive Chef
	1995		Northeast Regional Mystery Basket Competition - Awarded ACF Gold Medal
	1994		Société Culinaire Philanthropique - Awarded Best in Show for Cold Food Display (Swiss Gold Medal)
	1994		Northeast Regional Mystery Basket Competition - Awarded ACF Bronze Medal
	1992		New York Culinary Olympic Team Member - World Culinary Olympics held in Frankfurt, Germany Awarded 2 Gold Medals and 1 Silver Cloverleaf
	1992		Connecticut Chef's Association Culinary Salon - Awarded ACF Gold Medal
	1991		Founding President of the American Culinary Federation Orange & Rockland County Chef's Association
	1991		Northeast Pennsylvania Chef's Association Culinary Salon - Awarded ACF Gold Medal
E. Outside related employment	January 2007		Executive Director – Oregon Coast Culinary Institute, Southwestern Oregon Community College – Coos Bay, Oregon
	February 2003		Pacific Retirement Services (PRS), Corporate Chef (in addition to position at Holladay Park Plaza)
	11/96 to 1/07		Holladay Park Plaza, Executive Chef/Director of Dining Services - Portland, Oregon
	6/96 to 11/96		Holladay Park Plaza, Executive Chef - Portland, Oregon
	9/95 - 6/96		McCormick & Schmick Management Group, Sous Chef

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

II. TECHNICAL SKILLS

<u>DATE</u>	<u>HOURS</u>	<u>SPECIFY THE TOPIC or EVENT</u>
1993 - 7/95		- Jake's Famous Crawfish, Portland, Oregon
1991 - 1993		Black Bass Grille, <i>Executive Chef</i> - Rye, New York
		Gardner Merchant Food Services., <i>Executive Chef</i> - Corporate Air Transport, General Electric World Headquarters Conference Center, Fairfield, Connecticut, <i>Senior Chef</i> - Reader's Digest World Headquarters, Pleasantville, New York
1990 - 1991		ARA Services, Inc., <i>Executive Sous Chef</i> - The Bear Mountain Inn, Bear Mountain, New York, <i>Chef de Cuisine</i> - The McKinley Chalet Resort, Denali National Park, Alaska
	1990	Red Lion Hotels, <i>Rounds Chef</i> , Fess Parker's Red Lion Resort, Santa Barbara, California
1987 - 1989		CSX Resorts, <i>Culinary Apprentice / Rounds Chef</i> , The Greenbrier, White Sulphur Springs, West Virginia

F. Other (specify

Preparing to take Certified Master
Chef exam

DOCUMENT F
ACF Accrediting Commission

FACULTY DATA SHEET

(Invalid without signatures. Please type)

Name of School: *Southwestern Oregon Community College*

Name of Faculty Member: *Shawn Hanlin*

Date of Employment: *Jan. 22, 2007* Full-time: *X* Part-time:

Job Title: *Executive Director of the Oregon Coast Culinary Institute*

Teaching hours/week: *varies* Office Hours: *varies*

Professional Certification(s) held: *CEC*

Courses taught:

Guest lecturer in Culinary Arts and Baking and Pastry courses as needed

Community education courses

Business Development Training courses

Substitutes for instructional chefs as needed

Education

Name of Institution with Dates Attended describing Degree or Diploma and Major:

1987 - 1989 **The Greenbrier Culinary Apprenticeship Program**
The Greenbrier, White Sulphur Springs, West Virginia

1985 - 1987 **Santa Barbara City College**
Hotel, Restaurant, Culinary Program A.S. Degree
Santa Barbara, California

Experience: (Starting with most recent; use separate sheet if necessary)

Name of Company and Job Title including Dates of employment:

January 2007 **Executive Director – Oregon Coast Culinary Institute**
Southwestern Oregon Community College – Coos Bay, Oregon

February 2003 **Pacific Retirement Services (PRS)**
Corporate Chef (in addition to position at Holladay Park Plaza)

11/96 to 1/07 **Holladay Park Plaza**
Executive Chef/Director of Dining Services - Portland, Oregon

6/96 to 11/96 **Holladay Park Plaza**
Executive Chef - Portland, Oregon

9/95 - 6/96 **McCormick & Schmick Management Group**
Sous Chef - Jake's Famous Crawfish, Portland, Oregon

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FACULTY DATA SHEET

1993 - 7/95 **Black Bass Grille**
Executive Chef - Rye, New York

1991 - 1993 **Gardner Merchant Food Services:**
Executive Chef - Corporate Air Transport, General Electric World Headquarters
Conference Center, Fairfield, Connecticut
Senior Chef - Reader's Digest World Headquarters, Pleasantville, New York

1990 - 1991 **ARA Services, Inc.**
Executive Sous Chef - The Bear Mountain Inn, Bear Mountain, New York
Chef de Cuisine - The McKinley Chalet Resort, Denali National Park, Alaska

1990 **Red Lion Hotels**
Rounds Chef, Fess Parker's Red Lion Resort, Santa Barbara, California

1987 - 1989 **CSX Resorts**
Culinary Apprentice / Rounds Chef, The Greenbrier
White Sulphur Springs, West Virginia

Professional Organizations (Of which you are currently a member)

Name of Organization

ACF - American Culinary Institute since 1986

Professional Development Activities

Technical Skills (Seminars, workshops, courses, or activities related to the field in which you are teaching)

Name, date and number of contact hours of class/activity :

<i>Activity</i>	<i>Date</i>	<i>Contact Hours</i>
Culinary Institute of America (CIA) at Greystone: Mastering Wine Napa Valley, California	2006	40
Culinary Institute of America (CIA): Certified Master Chef (CMC) Workshop, Hyde Park, New York	2005	40
Culinary Institute of America (CIA): Nutritional Cuisine Hyde Park, New York	1993	40

Additional Accomplishments:

- 2006 ACF Super Challenge, in Florida, four man team—Awarded **ACF Gold Medal**
- 2006 **Western Regional ACF Chef of the Year**
- 2005 Appointed **Western Regional ACF Certification Coordinator**
- 2005 Received the **ACF Presidential Medallion**

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ACF Accrediting Commission

FACULTY DATA SHEET

- 2005 ACF Super Challenge, in Florida, four man team—**Awarded ACF Silver Medal**
- 2004 ACF Super Challenge, in Florida, four man team—**Awarded ACF Silver Medal**
- 2003 Became an **ACF Certified Judge**
- 2000 World Culinary Olympics held in Erfurt, Germany—As Sous Chef for the ACF National USA Culinary Team 2000
- 2000 World Culinary Olympics held in Erfurt, Germany—Competing as an individual in Cold Food Category B **Awarded Silver Medal**
- 2000 Florida Chefs Association Jennie O Signature Dish Competition – **Awarded ACF Silver Medal**
- 1999 Named Sous Chef for the ACF National USA Culinary Olympic Team 2000
- 1999 Oregon Chefs de Cuisine Association’s Cold Food Competition-Category B – **Awarded ACF Gold Medal and “Best in Show”**
- 1999 Oregon Chefs de Cuisine Association’s Contemporary Hot Food Competition – **Awarded ACF Gold Medal and “Best in Show”**
- 1999 Northwest Regional Soup and Sauce Competition – **Awarded ACF Silver Medal**
- 1998 Central Regional Try-outs for Culinary Olympic Team 2000 – **Awarded ACF Bronze Medal**
- 1997 Oregon Chefs de Cuisine Association’s Contemporary Hot Competition - **Awarded ACF Bronze Medal**
- 1997 Oregon Chefs de Cuisine Association’s Cold Food Competition - **Awarded ACF Silver Medal & Judges Award**
- 1995 - American Culinary Federation certification: **Certified Executive Chef**
- 1995 Northeast Regional Mystery Basket Competition - **Awarded ACF Gold Medal**
- 1994 Soci t  Culinaire Philanthropique - **Awarded Best in Show for Cold Food Display (Swiss Gold Medal)**
- 1994 Northeast Regional Mystery Basket Competition - **Awarded ACF Bronze Medal**
- 1992 New York Culinary Olympic Team Member - World Culinary Olympics held in Frankfurt, Germany **Awarded 2 Gold Medals and 1 Silver Cloverleaf**
- 1992 Connecticut Chef’s Association Culinary Salon - **Awarded ACF Gold Medal**
- Founding President of the American Culinary Federation Orange & Rockland County Chef’s Association
- 1991 Northeast Pennsylvania Chef’s Association Culinary Salon - **Awarded ACF Gold Medal**

Instructional Skills (Seminars, workshops, courses, or any activities related to learning and improving instructional skills)

Name, Date, Number of Contact Hours of class/activity

<i>Activity</i>	<i>Date</i>	<i>Contact Hours</i>
Taught Garde Manger Workshop	2006	34

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ACF Accrediting Commission

FACULTY DATA SHEET

Publications which you regularly read:

American Culinary Federation Culinary Review

Art Cuisine

Nation's Restaurant News

Food Service Director

Sauté

Visits to Other Programs (Schools/institutions with similar culinary programs)

Name of School and Date of Visit

Western Culinary Institute – many visits for certifications and Train the Trainer workshops, judging, etc.

Greystone CIA - mastery wine, 6/2006

CIS – CMA Workshop, 5/2005

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE

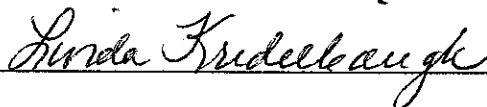
DATE 3/22/07



Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DATE 3/22/07



Signature of School Official and Title

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

Directions: Professional development activities need to be reported for the past twelve months. Use additional sheets as necessary. Do not send resumes.

Name of School: *Southwestern Oregon Community College*

Name of Faculty Member: *Kevin M Shaw, CEPC*

Job Title: *Director of Baking and Pastry Arts*

Full-time: X Part-time:

Subjects Taught: *All Baking, Chocolate and Sugar classes*

<u>I. INSTRUCTIONAL SKILLS</u>	<u>DATE</u>	&	<u>HOURS</u>	&	<u>SPECIFY THE TOPIC or EVENT</u>
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A. School/department in-service workshop	<i>09/05</i>		<i>16 hours</i>		<i>Faculty Inservice</i>
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B. Education conferences/seminars

C. Formal college course work

D. Visits to other institution's programs

E. Faculty retreats for planning and assessment

F. Active membership in educational organizations *Active ACF Member*

G. Teaching exchange program

H. Other (specify)

I.

II. TECHNICAL SKILLS

A. Active membership in professional organizations *ACF Member since 1984*

B. Visits to business or industry

C. Participation in technical conferences/workshops

D. Culinary competitions

E. Outside related employment

F. Other (specify)

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

(Invalid without signatures. Please type)

Name of School: *Oregon Coast Culinary Institute*

Name of Faculty Member: *Kevin M Shaw, CEPC*

Date of Employment: *07/01/2006* Full-time: *X* Part-time:

Job Title: *Director of Baking and Pastry Arts*

Teaching hours/week: *32.5* Office Hours: *12.5*

Professional Certification(s) held: *CEPC*

Courses taught: *All Baking, Pastry, Chocolate and Sugar classes*

Education

Name of Institution with Dates Attended describing Degree or Diploma and Major:

1998 International School of Confectionary Arts - Las Vegas, NV - Sugar Art 1 & 2

1994 Chocolatier Apprenticeship Aalst, Belgium

1988 Culinary Apprenticeship Hamburg, Germany

1987 Pastry Apprenticeship Salzburg, Austria

Experience: (Starting with most recent; use separate sheet if necessary)

District General Manager - Eurest Dining Services 12/03 to 07/05

Corporate Pastry Chef - Rich Products Corporation 10/00 to 12/03

Executive Pastry Chef/Owner - Ca Creuse 09/94 to 10/03

Executive Pastry Chef - Amore '09/93 to 09/94

Executive Pastry Chef - Your Classic Culinary Source 08/92 to 09/93

Executive Pastry Chef - Boise State University 07/91 to 08/92

Executive Pastry Chef - Christiania Restaurant 04/90 to 07/91

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ACFF Accrediting Commission

FACULTY DATA SHEET

Professional Organizations (Of which you are currently a member)

Name of Organization

American Culinary Federation Western Region Education Co Chair

Professional Development Activities

Technical Skills (Seminars, workshops, courses, or activities related to the field in which you are teaching)

Name, date and number of contact hours of class/activity

ACF National Conference Orlando, FL July 2004 20 contact hours

ACF Regional Conference Colorado Springs, CO February 2005 20 contact hours

Callebaut College Lebbeke-Wieze, Belgium - Chocolate Sculptures January 2003 16 contact hours

Callebaut College Lebbeke-Wieze, Belgium - Chocolate Show Pieces January 2004 16 contact hours

Instructional Skills (Seminars, workshops, courses, or any activities related to learning and improving instructional skills)

Name, Date, Number of Contact Hours of class/activity

Faculty In-service September 2005 16 hours

Compass Group Diversity (train the trainer) August 2004 24 hours

Compass Group Human Resources (train the trainer) April 2004 24 hours

Compass Group Negotiating with Unions (train the trainer) February 2004 24 hours

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ACFF Accrediting Commission

FACULTY DATA SHEET

Publications which you regularly read:

Pastry Art & Design

Chocolatier

Chili Pepper

National Culinary Review

Bon Appetite

Visits to Other Programs (Schools/institutions with similar culinary programs)

Name of School and Date of Visit

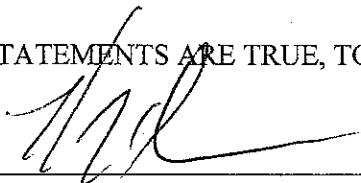
Western Culinary Institute July 2004

Boise State Culinary Arts – September 2002

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE

DATE

4-11-06



Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DATE _____

Signature of School Official and Title

DOCUMENT F
ACF Accrediting Commission

FACULTY DATA SHEET

(Invalid without signatures. Please type)

Name of School: **Southwestern Oregon Community College**
Oregon Coast Culinary Institute

Name of Faculty Member: **Kevin M. Shaw, CEPC**

Date of Employment: **07/01/06** Full-time: **X** Part-time: **-**

Job Title: **Director of Baking and Pastry Arts**

Teaching hours/week: **25- 30** Office Hours: **5**

Professional Certification(s) held: **CEPC**

Courses taught: **All Baking, Pastry, Chocolate and Sugar Classes**

Education

Name of Institution with Dates Attended describing Degree or Diploma and Major:

1998 International School of Confectionary Arts – Las Vegas, NV – Sugar Art 1 & 2

1994 Chocolatier Apprenticeship – Aalst Belgium

1988 Culinary Apprenticeship – Hamburg, Germany

1987 Pastry Apprenticeship – Salzburg, Austria

Experience: (Starting with most recent; use separate sheet if necessary)

Name of Company and Job Title including Dates of employment:

District General Manager – Eurest Dining Services 12/03to 07/05

Corporate Pastry Chef – Rich Products Corporation 10/00 to 12/03

Executive Pastry Chef/Owner – Ca Creuse 09/94 to 10/03

Executive Pastry Chef – Amore 09/93 to 09/94

Executive Pastry Chef – Your Classic Culinary Source 08/92 to 09/93

Executive Pastry Chef – Boise State University 07/91 to 08/92

Executive Pastry Chef – Christiania Restaurant 04/90 to 07/91

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ACFF Accrediting Commission

FACULTY DATA SHEET

Professional Organizations (Of which you are currently a member)

Name of Organization

American Culinary Federation

Professional Development Activities

Technical Skills (Seminars, workshops, courses, or activities related to the field in which you are teaching)

Name, date and number of contact hours of class/activity :

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ACFF Accrediting Commission

FACULTY DATA SHEET

Instructional Skills (Seminars, workshops, courses, or any activities related to learning and improving instructional skills)

Name, Date, Number of Contact Hours of class/activity

Publications which you regularly read:

Pastry Art & Design

Chocolatier

Chili Pepper

National Culinary Review

Bon Appetite

Visits to Other Programs (Schools/institutions with similar culinary programs)

Name of School and Date of Visit

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

Directions: Professional development activities need to be reported for the past twelve months. Use additional sheets as necessary. Do not send resumes.

Name of School: *Southwestern Oregon Community College*

Name of Faculty Member: *DALE FOWLER*

Job Title: Culinary Arts Instructor

Full-time: X Part-time:

Subjects Taught: Culinary Arts

I. INSTRUCTIONAL SKILLS

DATE & HOURS & SPECIFY THE TOPIC or EVENT

- A. School/department in-service workshop
- B. Education conferences/seminars
1997 / 2001 / 2005 / 2006 Five Day ACF Conferences
Sept. 2004 NRA Conference
- C. Formal college course work
Certified
Nutrition, Supervisor Management, Sanitation
- D. Visits to other institution's programs
- E. Faculty retreats for planning and assessment
- F. Active membership in educational organizations. Education Chair, (ACF) Monthly one hr. Presentation
- G. Teaching exchange program
- H. Other (specify)

II. TECHNICAL SKILLS

- A. Active membership in professional organizations. American Culinary Federation
- B. Visits to business or industry. Toured FSA Food Plant, Sysco Food Plants. Emu fabrication, Meat Fabrication, Produce Plant and Processes. Pacific Seafood Plant. Coffee Roasting. Oyster Farming.
- C. Participation in technical conferences/workshops. How to Fillet Fish and Fabricate Chicken About Mushrooms / Ice Carving Demos
- D. Culinary competitions Co-Coached Jr. Hot Food Competition 2006
- E. Outside related employment

Chef Instructor

Oregon Coast Culinary Institute (SOCC)
1988 Newmark, Coos Bay, Oregon, 97420
(541)-888-1539

Employed from September 2005 to Present:

Associate Degree; Le Cordon Bleu Culinary Arts Program.

Executive Chef

Rogue Regency Inn
2345 Crater Lake Hwy.
Medford, Oregon, 97501
(541) 770-1234

Employed from May 1998 to 2005:

- Full service 205 Room Hotel with Room Service.
- Restaurant serves Breakfast, Lunch and Dinner sets 180 people.
- Banquet Room sets 150 People.
- Pub sets 120 people.
- Manage a kitchen crew of 20 employees.

Executive Chef

Reston Hotel (Former Holiday Inn)
2300 Crater Lake Hwy.
Medford, Oregon, 97501
(541) 779-3141

Employed from May 1994 to December 1997:

- Full Service Hotel with 168 Rooms Room Service Menu.
- Restaurant and Lounge sets 300 people.
- Banquet Ballroom sets 1000 people.
- Manage kitchen and wait staff up to 25 employees.

Executive Chef

Historical Lithia Springs Hotel (Former Mark Antony Hotel)
212 E. Main St.
Ashland, Oregon, 97520
(541) 482-1721

Employed from May 1992 to May 1994:

- Full Service Hotel with Room Service and Lounge.
- Award Winning Fine Dinning Restaurant.
- Banquet Ballroom sets 200 People.
- Manage kitchen and wait staff up to 20 employees.

Sous Chef

Red Lion Inn
200 n. Riverside
Medford, Oregon 97520
(541) 779-5811

Employed from July 1989 to May 1992:

- Full Service 184 room Hotel with Room Service and Lounge.
- Fine Dinning Restaurant with Table Side Service and a Coffee Shop Restaurant.
- Banquet faculty sets up to 700 people. Responsible for supervising kitchen staff, sanitation levels, banquets and food production.
- Sunday Brunches.
- Assisted with daily specials and Promotion.

PARTICIPATION AND AWARDS:

- Currently the President of the American Culinary Federation of Southern Oregon.
- ACF Former Certification Chairman
- ACFSO Chef of the Year 2006
- ACF Former Treasurer
- Guest speaker in High Schools in cooking demonstrations, Knife Safety and Cutting Terminology
- Cooking demonstrations at PBS Channel 8 and Cable Access Television
- Participated in a fifteen block Ice Sculpture of a Dragon in Medford, Oregon with KSYS Art Blues and Brews food and wine show.
- Participated with the ACF / Jacksonville Food and Wine Competition. (1991,1992, 1994)
- Participated and hosted with the ACF's annual Rogue Valley Symphony Chef and Purveyor of the year Awards Celebration. Six course dinner up to 100 people (1990 to 2000)
- Ice Carving competitions Grants Pass, Oregon (1995)
- Ice Carving competition Mt. Ashland, Oregon (1994).
- Participated and hosted four Annual ACF Chef and Child Brunch Fundraiser's up to 400 people and raised 1000's of dollars (1994 to 2006)
- Participated in four annual ACF Ice Carving demos at the Children's Learning Center at Hedrick Middle School Medford, Oregon. (1994 to 1997)
- Participated and Hosted Friendship Force Dinner (2003 to 2006)
Fund Raiser for ACF.
- ACF Golf Tournament (1999 to 2006)
Fund Raiser for Chef in the Classroom Program.
- Participated and Hosted the ACF Awards Celebration (1991 to 2006)
- Best Food Award, and Peoples Choice Taste of Ashland Food and Wine Competition, 1993
- First and Second Place Award of Dessert and Appetizer at the Jackson County Fair, 1994
- First Place Award and Peoples Choice Award at the MDA Chocolate Competition, 1993

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE

DATE 05/04/2006



Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DATE _____

Signature of School Official and Title

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

(Invalid without signatures. Please type)

Name of School: *Coast Culinary Institute, Southwestern Oregon Community College*

Name of Faculty Member: *Dale Fowler*

Date of Employment: *September, 2005*

Full-time: Part-time:

Job Title: *Chef Instructor*

Teaching hours/week: *35*

Office Hours: *6:30pm / 7:30pm Monday thru Friday*

Professional Certification(s) held: *CEC*

Courses taught: *Culinary Arts*

Education

Name of Institution with Dates Attended describing Degree or Diploma and Major:

ACF-Certified Chef d'Cuisine 1998

ACF-Certified Executive Chef 2000, Recertified 2005

Diploma in Nutrition AAIS, 3 credits, 1994, Refresher 8 hrs. 2002

Certificate of Course Completion Hospitality Supervision, NRA, 1996, Refresher 8 hrs. 2005

Servesafe Sanitation certification, 2004

Experience: (Starting with most recent; use separate sheet if necessary)

Name of Company and Job Title including Dates of employment:

Executive Chef, Rogue Regency Inn Medford, Oregon, Employed from May 1998 to September 2005

Executive Chef, Reston Hotel (Former Holiday Inn), Medford, Oregon, Employed from May 1994 to December 1997

Executive Chef, Historical Lithia Springs Hotel, Ashland, Oregon, Employed from May 1992 to May 1994

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Sous Chef, Red Lion Inn Medford, Oregon, Employed from July 1989 to May 1992

Sous Chef, Port Royal Restaurant, Oxnard, CA., Employed from 1987 to 1989

Professional Organizations (Of which you are currently a member)

Name of Organization

American Culinary Federation, currently Chapter President of ACFSO

Professional Development Activities

Technical Skills (Seminars, workshops, courses, or activities related to the field in which you are teaching)

Name, date and number of contact hours of class/activity :

Diploma in Nutrition AAIS, 3 credits, 1994, Refresher 8 hrs. 2002

Certificate of Course Completion Hospitality Supervision, NRA, 1996, Refresher 8 hrs. 2005

Servesafe Sanitation certification, 2004

Instructional Skills (Seminars, workshops, courses, or any activities related to learning and improving instructional skills)

Name, Date, Number of Contact Hours of class/activity

ACF five day Western Regional Conference Portland 1998, 20 hrs.

ACF five day Western Regional Conference Kona, Hawaii, 2001, 20 hrs.

ACF five day Western Regional Conference, Sacramento, Ca. 2005, 20 hrs.

ACF five day Western Regional Conference, Kona, Hawaii, 2006, 20 hrs.

DOCUMENT F
ACFF Accrediting Commission

FACULTY DATA SHEET

Publications which you regularly read:

Culinary Review

Art Culinaire

Bon Appetite

F & B Restaurants

Restaurant Management

Visits to Other Programs (Schools/institutions with similar culinary programs)

Name of School and Date of Visit

South High School, Medford, Oregon, every year.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE

DATE

8/7/06



Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DATE _____

Signature of School Official and Title

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

Directions: Professional development activities need to be reported for the past twelve months. Use additional sheets as necessary. Do not send resumes.

Name of School: *Southwestern Oregon Community College*

Name of Faculty Member: *Dale Fowler*

Job Title: *Chef Instructor*

Full-time: *Yes* Part-time:

Subjects Taught: *Introduction to Professional Cooking, Basic Food Preparation, Intro to Food and Beverage Industry, Sanitation and Safety for Managers, Intro to Vineyards and Beverages, Restaurant Layout and Design, A La Carte Cooking I and II and Advanced A La Carte, Regional Cuisine, International Cuisine, Culinary Arts Career Planning, Culinary Calculations I and II, Menu Planning and Design, Inventory Control and Purchasing, Intro to Garde Manger and Advanced Garde Manger, Culinary Nutrition.*

<u>I. INSTRUCTIONAL SKILLS</u>	<u>DATE</u> & <u>HOURS</u> & <u>SPECIFY THE TOPIC or EVENT</u>
A. School/department in-service workshop	<i>This Fall 2006</i>
B. Education conferences/seminars <i>ACF Regional Conference 1998, 2001, 2005, 2006</i>	
C. Formal college course work <i>to get Associate Degree</i>	<i>General Studies, presently working</i>
D. Visits to other institution's programs <i>Skills USA, NRA of Oregon</i>	
E. Faculty retreats for planning and assessment Not yet.	
F. Active membership in educational organizations <i>Federation</i>	<i>The American Culinary</i>
G. Teaching exchange program	
H. Other (specify) <i>Writing curriculum, working toward Certified Culinary Educator</i>	
I.	

II. TECHNICAL SKILLS

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

- A. Active membership in professional organizations *American Culinary Federation since 1990, Currently President / Web-Master / Newsletter. Past officer, Treasurer and Certification chair, and Education Chair*
- B. Visits to business or industry
CIA Grey Stone, Napa Valley
Wine Train and commissary
FSA, and Sysco Plants
Wineries
And many more..
- C. Participation in technical conferences/workshops
How to Fabricate Chicken, Flat Fish and Round Fish, July 2005, ACF/FSA food show, 3 hours.
- D. Culinary competitions *Ashland, Or. Chocolate 1st Place*
Medford Fair Appetizer 1st Place
Medford Fair Dessert 2nd Place
- E. Outside related employment
Catering, and sales
- F. Other (specify)

OREGON COAST CULINARY INSTITUTE
 CLASS SCHEDULE
 MAY 21, 22 AND 23

DAY	TIME	METHODOLOGY	TOPIC	CHEF	ROOM
Monday	8:00-9:00	Lecture	Fish and Shellfish	Roberts	133/135
	9:00-9:15	B R E A K			
	9:15-9:45	Lecture	Finish Lecture Transition to Kitchen/Lab	Roberts	133/135
	9:55-1:30	Kitchen/Lab	Dry Heat Methods Fish and Shellfish	Roberts	121/136
Tuesday	8:00-9:00			DoVale	133/135
	9:00-9:15	B R E A K			
	9:15-9:45	Lecture	Finish Lecture, Transition to Lab	DoVale	133/135
	9:55-1:30	Lecture	Dry Heat Methods Fish and Shellfish	DoVale	121/136
Wednesday	8:00-12:30				121,136
	12:30 1:00	B R E A K			
	1:00-1:30	Clean up			121/136

MAR 21,2007

QUOTATION

Page 1 of 7
KD04149

Project:
OREGON COAST CULINARY INSTITUTE
ATTN: ROBERT GREGSON
ATTN: RICHARD TURI
NORTH BEND, OR 97459
(541) 751-1862 Fax: (541) 888-7194

To:

From: KEN DEFFENBACHER



Item	Qty	Description	Sell Each	Sell Total
1	9 ea	RANGE, 34" RESTAURANT, GAS Wolf Range Model No. CHR-6-29 Range, 34" Challenger Restaurant, Gas, 6 open burners, 29" standard oven base, s/s front, back riser & high shelf, black painted sides, 6" adj. legs	1,580.00	14,220.00
	9	NATURAL GAS		
	9	Casters (front locking 5" wheels) set of 4	180.00	1,620.00
	9	S/S both sides, range	270.00	2,430.00
		Extended Total for Item No. 1		18,270.00
2	4 ea	SALAMANDER BROILER, GAS Wolf Range Model No. RB-36-A Salamander Broiler, Gas, for Wall Mount or Counter Model, radiant type burners, 36" wide, s/s front & sides	1,315.00	5,260.00
	4	NATURAL GAS		
	4	S/S top, salamander	120.00	480.00
	4	S/S bottom, salamander	110.00	440.00
	4	Wall mounting brackets, chrome plated-pair	170.00	680.00
		Extended Total for Item No. 2		6,860.00
3	4 ea	FRYER, GAS Pitco Frialator Model No. SG14 SS Solstice Fryer, gas, heavy duty floor model, 40-50 lb. fat cap., Millivolt thermostat, s/s tank and exterior, 110,000 BTU	1,765.00	7,060.00
	4	Natural gas		
	4	6" Casters (set of 4) (verify quantity of casters needed for batteried units)	115.00	460.00

Curtis Rest. Equip.- Springfield

Item	Qty	Description	Sell Each	Sell Total
	4	B2101501 Tank cover, 18 gauge light duty, for model SG14/14BNB/PPG14/SG14R, SF14, SF14R	79.00	316.00
		INCLUDES: Two wire mesh baskets fpr ea. unit		
		Extended Total for Item No. 3		7,836.00
4	2 ea	GRIDDLE, COUNTER UNIT, GAS Wolf Range Model No. RTG-72-C Griddle, 72" Regency Counter Unit, Gas, 1" plate thickness, smooth polished steel griddle plate, 72" wide x 24" deep grill, thermostatic controls, standard stainless exterior finish	2,965.00	5,930.00
	2	NATURAL GAS		
	2	KWR72SS-STAND5 Equipment Stand, 72" wide, stainless steel, with 5" casters, for Regency counter models	1,020.00	2,040.00
		Extended Total for Item No. 4		7,970.00
5	2 ea	KETTLE/CABINET ASSEMBLY, GAS Groen Model No. 2-CTDC/3-20-SG (144061) Tilting Kettles, gas, (2) 20 qt., direct steam, hand tilt, 2/3 jacket, 36" cabinet base, 304 s/s construction, removable double panel doors, hot/cold water fill faucet, with Natural gas-fired boiler, 0 - 2000' elevation, 200,000BTU	11,260.00	22,520.00
	2	Limited 1-year parts and labor warranty (std) (no charge)		
		Extended Total for Item No. 5		22,520.00
6	3 ea	PRE-RINSE UNIT Fisher Model No. 2210-WB Pre-Rinse Assembly, wall-mounted mixing valve, 8" adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket	165.00	495.00
	1			
		Extended Total for Item No. 6		495.00
6.1	3 ea	VALVE, MISCELLANEOUS Fisher Model No. 2932-0002 Back Flow Preventer, 3/4" - 14F x 3/4" - 14M (fits between pre-rinse hose & spray valve handle)	58.00	174.00
7	9 ea	LEVER WASTE Fisher Model No. 22438 DrainKing Waste Valve, flat strainer, overflow body	65.00	585.00

Item	Qty	Description	Sell Each	Sell Total
8	1 ea	OVEN, DECK-TYPE, GAS-FIRED Blodgett Oven Model No. 961-951 Oven, deck-type, gas, 42" wide x 32" deep decks, one 7" high sections one 12" high section, mechanical thermostat, steel decks, s/s top, front, sides and back, 19" black adjustable legs, large crown angle trim, double connector, 37,000 BTU 7" high section, 38,000BTU 12" high section.	6,035.00	6,035.00
	1	Natural gas		
	1	Draft diverter (nc)		
	1	Standard Thermostat: FTDO 200-500° temperature control (nc)		
	1	Top Deck, Steam jets, (steam source by others)	90.00	90.00
	1	Bottom Deck, Steam jets, (steam source by others)	90.00	90.00
		Extended Total for Item No. 8		6,215.00
8.1	1 ea	BOILER REIMERS Model No. ABA8E1A Electric steam boiler, 208 volt 1 phase 60 cycle set at 5 psig with 15 psig safety valve.	1,220.00	1,220.00
8.2	2 ea	MANIFOLD REIMERS Model No. 30026-2A Deck manifold	336.00	672.00
8.3	2 ea	TIMERS REIMERS Model No. 20423XA Timer packages	323.00	646.00
9	1 ea	ICE MAKER, CUBE-STYLE Manitowoc Model No. QY-0374A Ice Maker, cube-style, air-cooled, self-contained condenser, up to 360-lb production/24 hours, stainless steel finish, half-dice size cubes	1,580.00	1,580.00
	1	115V/60/1ph		
	1	S-420 Ice Bin, w/top-hinged front-opening door, approx. 320 lb ice storage capacity, for top-mounted ice maker, stainless steel exterior	555.00	555.00
	1	AUCSA AuCS Automatic Cleaning System, assembly does not include cleaner or sanitizer, Q280 - Q1800 & Q-Dual	240.00	240.00
	1 ea	AR-PRE Arctic Pure, Pre-Filter Assembly, 5 micron filtration	85.00	85.00
	1 ea	AR-20000 Arctic Pure, Single Water Filter Assembly, graded density carbon block w/self-contained 40 grams Silphos scale inhibitor, for cubers 250 - 600 lbs/day, wall bracket w/pressure gauge, flow rate: .75 gpm, 20,000 gal capacity	195.00	195.00
		Extended Total for Item No. 9		2,655.00

Item	Qty	Description	Sell Each	Sell Total
10	1 ea	SOILED DISHTABLE VALLEY Model No. CUSTOM Fab and install soiled three compartment sink, 16 ga s/s top with 10" back splash and side splash. With (3) 24 x 24 x 14 sinks. Fab and install (1) Pre rinse sink 20 x 20 x 6 with scrap basket, 10" back splash, w/ slide bars, undershelf.	4,455.00	4,455.00
11	3 ea	FAUCET Eagle Group Model No. 301003 Faucet, 19"L, splash-mounted mixing faucet, 8" centers, double-joint nozzle (NOT available on 1-compt. sinks up to 22" long)	165.00	495.00
12	1 ea	DISHWASHER, DOOR TYPE Jackson MSC Model No. TEMPSTAR HH Dishwasher, Door Type, high temp. w/built-in 40° rise booster, field convertable straight thru or corner type, apprx. 53 racks/hr cap., only 1.36 gal of water per rack, built-in pressure regulator and gauge, elctro mech controls, all s/s finish	8,515.00	8,515.00
	1	208V/60/3		
	1	70 Degrees F rinse booster (n/c)		
		Extended Total for Item No. 12	8,515.00	
13	3 ea	DISPOSER InSinkErator Model No. SS-150-5-MRS Disposer, with adaptor for 3.5" to 4" sink opening, 1-1/2 HP motor, stainless steel construction, manual reverse switch	1,430.00	4,290.00
	3	115v, 1 ph		
	3	Syphon breaker 1/2"	47.00	141.00
	3	Solenoid valve 1/2"	82.00	246.00
	3	Flow control valve 1/2"	33.00	99.00
		Extended Total for Item No. 13	4,776.00	
14	2 ea	CONVECTION OVEN, GAS Wolf Range Model No. WKGD-2 Convection Oven, Gas, double deck, solid state controls, electronic ignition, independently operated 50/50 s/s doors w/double pane glass, s/s front, sides & top, 8" painted legs, 44,000 BTU per deck	6,025.00	12,050.00
	2	Natural gas		
	2	115v/60/1-ph, 9.0 amps w/6' cord & plug std. (nc)		
	2	5 hour timer, top oven (nc)		
	2	5 hour timer, bottom oven (nc)		

Item	Qty	Description	Sell Each	Sell Total
	2	8" Casters set of four.	220.00	440.00
		Extended Total for Item No. 14	12,490.00	
15	1 ea	FRYER, DOUGHNUT, GAS-FIRED Pitco Frialator Model No. 24PSSTCSS Donut Fryer, gas, 120 lb. fat cap., solid state thermostat & fat melter, s/s tank and exterior, with submerger and drainboard, 120,000 BTU	3,930.00	3,930.00
				
	1	Natural gas		
	1	120/60/1-ph, NEMP 5-15P, (nc)		
	1	Casters (set of 4)	115.00	115.00
		Extended Total for Item No. 15	4,045.00	
16	2 ea	MOBILE HEATER/PROOFER CABINET, REACH-IN CresCor Model No. 120-PH-1836C Cabinet, Mobile Heater-Proofers, non-insulated, corrugated sides taking (34) 18" x 26" pans, slides on 1-1/2" centers, aluminum exterior and interior, with Lexan door and front drip trough	1,480.00	2,960.00
	2	120v/60/1-ph, 2025 w, 16.9 amp, std. (nc)		
	2	1056-002 Corner Bumpers, for equipment w/plate casters (add 2" to O.A. dimensions), non-marking, gray	71.00	142.00
	2 ea	Dutch doors	206.00	412.00
		Extended Total for Item No. 16	3,514.00	
17	1 ea	FRYER, ELECTRIC, DROP-IN, FULL POT Wells Model No. F-586 Fryer, drop-in, electric, single pot, automatic basket lifts, 15 lb. fat capacity, thermostatic controls, mild steel pot, single full size basket, temp. control system	970.00	970.00
				
	1	21162 208v, 1ph, 60hz, 5.75kw (n/c)		
	1	20161 Basket, half-size (2 per fry pot)	20.00	20.00
	1	21010 Fry Pot Cover	41.00	41.00
		Extended Total for Item No. 17	1,031.00	
18	1 ea	COOKTOP OLDFIELD Model No. PSC484GGZS Thermador 48" cooktop with four star burners and griddle, stainless steel finish, 3/4 gas, 120 volt plug, 47 7/8 x 26 1/2 x 8 1/8.	3,315.00	3,315.00
19	1 ea	OVEN OLDFIELD Model No. CM302ZS Thermador electric oven with microwave, 30" stainless steel convection oven with microwave. 120/208 volt 1 phase.	5,550.00	5,550.00

Item	Qty	Description	Sell Each	Sell Total
20	1 ea	REFRIGERATOR OLDFIELD Model No. JCB2280HES Jenn-air refrigerator, 23 cu. ft. side by side counter depth. Stainless steel finish, 120 volt	2,090.00	2,090.00
21	1 ea	WORK TABLE Eagle Group Model No. T3084SEB-BS Deluxe Work Table, 30"W x 84"L, 16 ga type 304 s/s top w/4-1/2" backsplash, rolled front edge, sq. turndown ends, 18 ga s/s undershelf, 1-5/8" O.D. 16 ga s/s legs, adj high impact plastic bullet feet, uni-lok system SEE SHEET A4	515.00	515.00
	1 ea	E21 Sink, 14" x 16" x 9.5" bowl, complete with faucet and basket drain (specify location)	300.00	300.00
		Extended Total for Item No. 21	815.00	
21.1	1 ea	FAUCET Fisher Model No. 3311 Faucet, deck-mounted, 8" C.C. mixing valve, 8" swing spout, with 1/2" inlets	75.00	75.00
22	1 ea	WORK TABLE Eagle Group Model No. T3084SEB-BS Deluxe Work Table, 30"W x 84"L, 16 ga type 304 s/s top w/4-1/2" backsplash, rolled front edge, sq. turndown ends, 18 ga s/s undershelf, 1-5/8" O.D. 16 ga s/s legs, adj high impact plastic bullet feet, uni-lok system SEE SHEET A4	515.00	515.00
	2 ea	E21 Sink, 14" x 16" x 9.5" bowl, complete with faucet and basket drain (specify location)	300.00	600.00
		Extended Total for Item No. 22	1,115.00	
22.1	1 ea	FAUCET Fisher Model No. 3525 Faucet, deck-mounted, 4" C.C. mixing valve, 6" swing gooseneck spout, with 1/2" inlets	70.00	70.00

MAR 21,2007

OREGON COAST CULINARY INSTITUTE

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Item	Qty	Description	Sell Each	Sell Total
23	2 ea	DISHWASHER, UNDERCOUNTER Jackson MSC Model No. JPX-200 Dishwasher, Undercounter, high temperature w/built in 40° rise booster heater, 15 or 30 racks per hr. capacity, 2 or 4 min. cycle, .98 gal water per rack, pumped drain, fully enclosed cabinet base, uses 20" x 20" rack, incl. detergent & rinse aid pumps	2,555.00	5,110.00
	1	208V/60/1, 44.1 amps		
Extended Total for Item No. 23				5,110.00
24	2	VALLEY Model No. CUSTOM Fab L shaped dishtables w/ 20 x 20x 6 pre rinse sink and slide bars, 3 comp sinks 24x24x14d, 10" high back splash and hole for scrap block.	4,225.00	8,450.00
25	1	START UP HAMILTO Model No. CUSTOM START UP AND CALIBRATION OF EQUIPMENT	755.00	755.00
			Total	142,784.00
			Freight	1,985.00
			Installation	6,145.00
			Grand Total	150,914.00

Curtis Rest. Equip.- Springfield

MAR 21,2007



QUOTATION

Page 1 of 2
KD05173

Project:
SWOCC - CULINARY
ATTN: CHAD
ATTN: CHEF GREGSON
NORTH BEND, OR 97456-0000

To:

From: KEN DEFFENBACHER

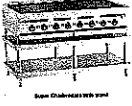
Item	Qty	Description	Sell Each	Sell Total
1	1 ea	 BROILER, GAS, CHAR-TYPE COUNTER Wolf Range Model No. SCB-72-C Charbroiler, 72" Counter Model, Gas, cast iron radiants, 5-1/5"W. reversible grates, pilot ignition, grease drawer, s/s control panel, top rim, stub back & grease trough, s/s sides, 4" adj. legs, 188,500 BTU	4,725.00	4,725.00
	1	Natural gas		
		Extended Total for Item No. 1		4,725.00
2	2 ea	 BROILER, GAS, CHAR-TYPE COUNTER Wolf Range Model No. SCB-36-C Charbroiler, 36" Counter Model, Gas, cast iron radiants, 5-1/5"W. reversible grates, pilot ignition, grease drawer, s/s control panel, top rim, stub back & grease trough, s/s sides, 4" adj. legs, 87,000 BTU	2,315.00	4,630.00
	2	Natural gas		
	2	SCB36SS-STAND5 Equipment Stand, 36" wide, stainless steel, with 5" casters, for SCB charbroilers	505.00	1,010.00
		Extended Total for Item No. 2		5,640.00
2.1	1 ea	GAS CONNECTOR KIT Dormont Manufacturing Model No. 1675KITS36 Gas Connector Kit, 3/4" inside diameter, 36" long, with SwivelMax coupling, with coiled restraining device, full port gas valve and 90° street elbow, limited lifetime warranty	149.50	149.50
3	1	Wolf Range Model No. INSTALL Additional time and labor not included on original quote to bring down and install five new pieces of equipment and take back griddles and stand.	695.00	695.00
4	1	Wolf Range Model No. FREIGHT Freight and recreating cost to ship items back to factory.	487.00	487.00

Curtis Rest. Equip.- Springfield

MAR 21,2007

SWOCC - CULINARY

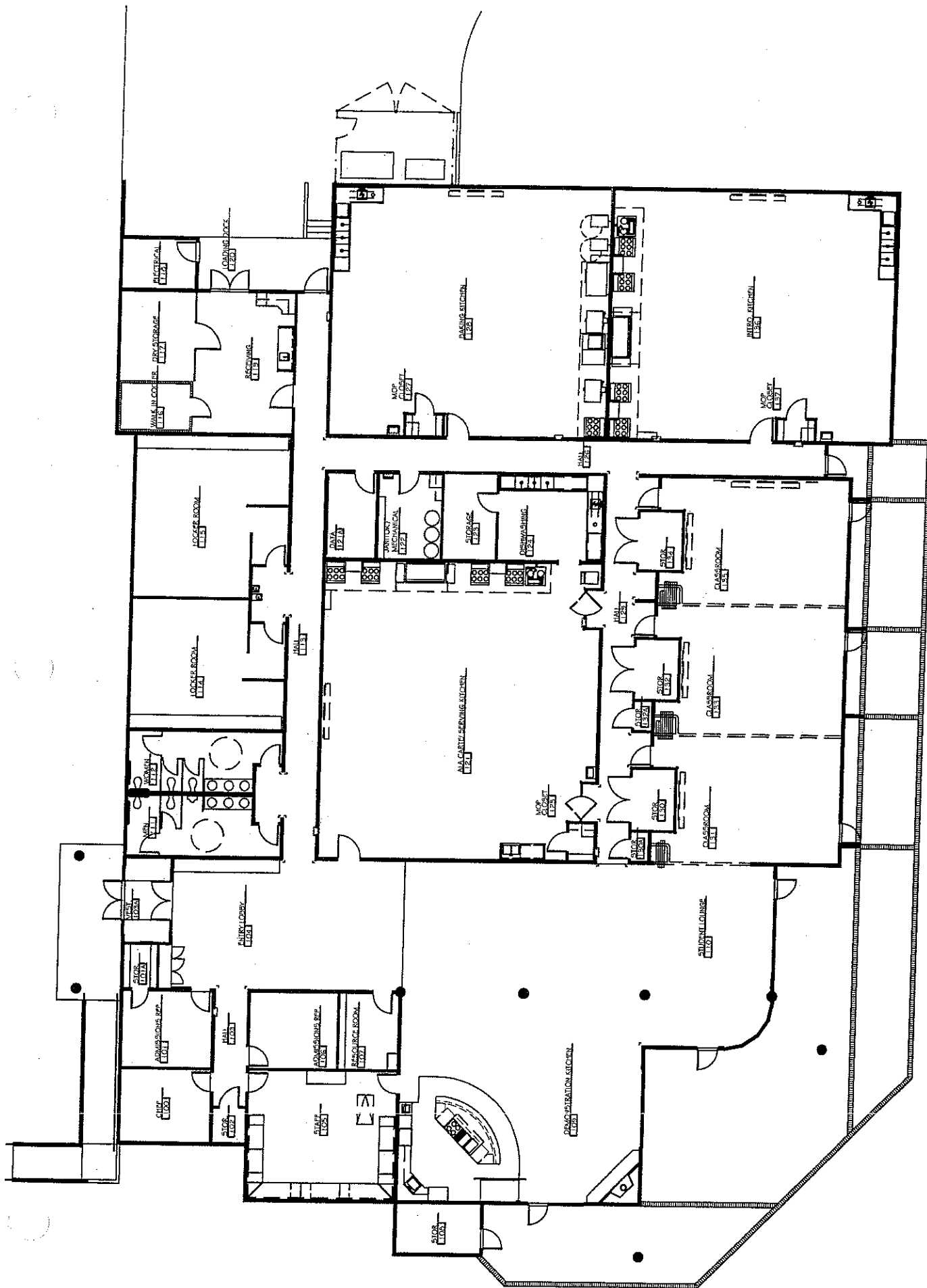
Page 2 of 2
KD05173

Item	Qty	Description	Sell Each	Sell Total
Subtotal				11,696.50
6	1	RESTOCK CHARGE FROM FACTORY Wolf Range Model No. RESTOCK 20% Restock charge from factory, see attached.		
7	1 ea	STAND, COUNTERTOP COOKING EQUIPMENT Wolf Range Model No. KWR72SS-STAND5 Equipment Stand, 72" wide, stainless steel, with 5" casters, for Regency counter models	-816.00	-816.00
				
8	2 ea	GRIDDLE, COUNTER UNIT, GAS Wolf Range Model No. RTG-72-C Griddle, 72" Regency Counter Unit, Gas, 1" plate thickness, smooth polished steel griddle plate, 72" wide x 24" deep grill, thermostatic controls, standard stainless exterior finish.	-2,372.00	-4,744.00
Subtotal				-5,560.00
			Total	6,136.50
			Grand Total	6,136.50

Curtis Rest. Equip.- Springfield

OCCI BUILDING

ROOM	CAPACITY	EQUIPMENT/MEDIA/HOOKUPS	ROOM NAME & NUMBER	1/2 day/ful
DEMO KITCHEN	20	TV Camera, Video Monitors	109	
LOBBY/FIREPLACE	SEATED 130 @ ROUNDS RECEPTION 200			
ALA CARTE KITCHEN	40	TV Camera, Video Monitors, phone lines, internet	HOLLANDAISE 121	104 \$50/100
INTRO KITCHEN	40	TV Camera, Video Monitors, phone lines, internet	ESPAGNOLE 136	
BAKERY KITCHEN	40	TV Camera, Video Monitors, phone lines,internet	GANACHE 128	
LAUNDRY/STORAGE	0		123	
NETWORK RM	0		121A	
RECEIVING DOCK	0	phone line	120	
MEN'S LOCKER	0	phone line	114	
WOMEN'S LOCKER	0	phone line	115	
RESOURCE ROOM	2	computer, internet	107	
RECEPTIONIST/OFFICE-JOHNSON	0	phone line, computer, internet	106	
OFFICE-SHAW	0	phone line, computer, internet	101	
OFFICE-GREGSON	0	phone line, computer, internet	100	
OFFICE-STAFF	0	phone line, computer, internet	105	
PATIO	100	Bar B Que (gas line available)		
CLASSROOM 1*	ROUNDS/36	computer, video projection, internet, white board, phone lines,round tables	BECHAMEL 131	\$25/50
CLASSROOM 2*	ROUNDS/36	computer, video projection, internet, white board, phone lines,round tables	TOMATE 133	\$25/50
CLASSROOM 3*	ROUNDS/36	computer, video projection, internet, white board, phone lines, round tables	VELOUTE 135	\$25/50
* 3 CLASSROOMS COMBINED FOR RECEPTION	100			\$150



Oregon Coast Culinary Institute

Audio/Visual Multimedia Equipment

Exhibit 6.1

Three kitchens – each has the following:

- Two monitors
- One DVD recorder
- One video camera for recording student's work
- One 100 watt amplifier
- Two speakers
- Internet Access

Three Classrooms – each has the following:

- Computer system with Internet access
- One 60 watt amplifier
- LCD Projector
- Two speakers
- Combo VHS/DVD player (except Classroom 3 only has a VHS player)
- Large pull down screen (8' wide)

Note: The three classrooms can be combined into one unit allowing use of LCD projection on a 10' wide screen.

Library/Resource Room Equipment

- Computer system with Internet access.

Lobby and Demonstration Kitchen Equipment

- Eight speakers
- Two monitors
- One DVD recorder
- One 250 watt amplifier
- One video camera for recording student's/chef's work

Equipment used throughout the building:

- One overhead projector
- One slide projector
- One portable screen
- One camera tripod
- Two spot/photography lamps with barn doors
- Seven wireless microphones with receivers:
 - One handheld microphone

Oregon Coast Culinary Institute
Audio/Visual Multimedia Equipment

- Two lapel microphones
- Four headsets
- One Auxpander (Allows for unique configurations of audio throughout the entire building.)

The monitor setup in each of the kitchens and the two located in the lobby, allows for an audience seated in the lobby to view a kitchen's activities. Activities could include a "cook-off", guest chef lecture and demonstration, or student demonstrations.

OCCI is "wired" for Wi-Fi. There are network ports in each of the rooms for Internet access.

**AMERICAN CULINARY FEDERATION, FOUNDATION
REQUIRED KNOWLEDGE AND COMPETENCIES
COOKING PROGRAMS**

KNOWLEDGE AREA: Basic Baking

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2003 Introduction to Pastry and Baking
CRT 2019 Culinary Calculations 1

PURPOSE: To apply the fundamentals of baking science to the preparation of a variety of products. To use and care for equipment normally found in the bakeshop or baking area.

COMPETENCIES: Students will be able to:

Competencies	Course Number	Contact Lecture	Hours Lab
1. Define baking terms.	CRT2003	5	
2. Identify equipment and utensils used in baking and discuss proper use and care.	CRT2003	2	1
3. Demonstrate proper selection of equipment and utensils for specific application.	CRT2003		1
4. Identify ingredients used in baking.	CRT2003	5	1
5. Demonstrate proper scaling and measurement techniques.	CRT2003 CRT 2019	2	.5
6. Apply basic math skill to recipe conversions.	CRT2003 CRT 2019	5	4
7. Describe properties and list function of various ingredients.	CRT2003	5	
8. Define and Describe the steps in the production of yeast-leavened breads	CRT2003	1.5	
9. Prepare a variety of yeast-leavened breads	CRT2003		13.5
10. Evaluate the quality of yeast-leavened breads	CRT2003		2.5

**AMERICAN CULINARY FEDERATION, FOUNDATION
REQUIRED KNOWLEDGE AND COMPETENCIES
COOKING PROGRAMS**

9. Define and describe quick-breads and the mixing methods utilized to produce them	CRT2003	1.5	
10. Prepare and Evaluate the quality of a variety of quick-breads	CRT2003		3
11. Define and describe the various types of pies and tarts and the mixing methods utilized to produce them	CRT2003	2	
12. Prepare a variety of pies and tarts	CRT2003		2.5
13. Evaluate the quality of prepared pies and tarts	CRT2003		.5
14. Define and describe the variety of cookie types and the mixing methods utilized to produce them	CRT2003	1.5	
15. Produce a variety of types of cookies.	CRT2003		2.5
16. Evaluate the quality of prepared cookies	CRT2003		.5
17. Define and describe the variety of cake types and the mixing methods utilized to produce them	CRT2003	1.5	
18. Prepare a variety of cakes	CRT2003		5
19. Evaluate the quality of prepared cakes	CRT2003		1
20. Demonstrate basic icing and decorating techniques.	CRT2003		2.5
21. Evaluate the quality of iced and decorated cakes	CRT2003		.5
22. Define and describe the variety of laminated doughs	CRT2003	2	

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23. Explain the process of lamination as it applies to doughs	CRT2003	1.5	
24. Prepare a variety of laminated dough products.	CRT2003	5	
25. Evaluate the quality of prepared laminated dough products	CRT2003	1	
26. Define and describe pate choux, its uses, method of preparation, baking and finishing	CRT2003	1.5	
27. Prepare a variety of pate choux products.	CRT2003	3	
28. Define and describe meringues, its various types, uses, and methods of preparation	CRT2003	1.5	
29. Prepare a variety of meringues.	CRT2003	2.5	
30. Evaluate the quality of prepared meringues.	CRT2003	.5	
31. Define and describe creams, custards, puddings and related sauces	CRT2003	1.5	
32. Describe the various types of uses of and preparation methods of various creams, custards, puddings and related sauces	CRT2003	2	
33. Prepare a variety of creams, custards, puddings and related sauces.	CRT2003	4	
34. Evaluate the quality of prepared creams, custards, puddings and related sauces	CRT2003	.5	
35. Define and describe the various types, uses, and methods of preparation of dessert sauces	CRT2003	1.5	
36. Prepare a variety of dessert sauces.	CRT2003	2	
37. Evaluate the quality of prepared dessert sauces	CRT2003	.5	
38. Discuss the application of mixes and other value added products.	CRT2003	1.5	

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COOKING PROGRAMS**

39. Define and describe a variety of fillings and toppings for pastries and baked goods	CRT2003	1.5	
40. discuss methods of preparation and finishing techniques for various fillings and toppings	CRT2003	1.5	5
41. Prepare a variety of fillings and toppings for pastries and baked goods.	CRT2003		4
42. Demonstrate the presentations of baked goods and desserts.	CRT2003		6.25
43. Evaluate the quality of presentations of baked goods and desserts	CRT2003		6.25
44. Discuss nutritional concerns as they apply to baking	CRT2003	1	
45. discuss recipe modification to create more nutritionally beneficial baked goods and desserts	CRT2003	1	

CRT 2003 is a 6 credit lecture/lab course. Requires 50 lecture hours and 82 lec/lab (lab) hours.

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KNOWLEDGE AREA: Beverage Management

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):

CRT 2004 Introduction to Vineyards and Beverages

CRT 2002 Introduction to the Food and Beverage Industry

PURPOSE: To become familiar with and varieties of alcoholic and non-alcoholic beverages. To develop an appreciation for wine and food affinity. To explain laws and procedures related to responsible alcohol service.

COMPETENCIES: Students will be able to:

COMPETENCIES: Students will be able to:	Course Number	Contact Lecture	Hours Lab
1. Identify local, state and federal laws pertaining to the purchase and service of alcoholic beverages.	CRT 2004	.5	
2. Discuss the basic production process for distillation and fermentation.	CRT 2004	.5	
3. Distinguish wines by grape and/or other fruit variety, country, growing region and production process.	CRT 2004	2	
4. Evaluate the relationship of beverages to food.	CRT 2004	1	
5. Identify and discuss the presentation and service of alcoholic, non-alcoholic and de-alcohol zed beverages, including coffee and tea.	CRT 2004 CRT 2001	.5	
6. Identify equipment and glassware used for beverage preparation and service.	CRT 2004	.5	
7. Discuss opening and closing procedures of a beverage operation.	CRT 2004	1	
8. Visit an Oregon Winery	CRT 2004	3	

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KNOWLEDGE AREA: Beverage Management

8. Discuss the fundamentals and importance of responsible alcohol service
9. Identify levels of intoxication and methods to control excessive consumption by guests
10. Discuss Dram Shop Act and liquor law liability.
11. Explain procedures for implementing internal beverage controls.

CRT 2004	.5
CRT 2004	.5
CRT 2004	.5
CRT 2004	.5

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COOKING PROGRAMS**

KNOWLEDGE AREA: Business and Math Skills

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2019 Culinary Calculations I
CRT 2020 Culinary Calculations II

PURPOSE: To perform mathematical functions related to foodservice operations

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Perform basic math functions	CRT 2019	6	
2. Calculate and forecast purchase and preparation requirements based on a product's yield on cooking, fabrication, and intangible waste factors	CRT 2019	4	
3. Calculate food costs and percentages	CRT 2019	6	
4. Calculate beverage costs and percentages	CRT 2019	6	
5. Calculate labor costs and percentages	CRT 2020	3	
6. Perform recipe yield conversions.	CRT 2020	3	
7. Perform the process of recipe costing	CRT 2020 CRT 2005	6	
8. Determine selling price of menu items.	CRT 2020	2	

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KNOWLEDGE AREA: Business and Math Skills

9. Define and describe a profit and loss statement. Discuss how it is utilized in food-service operations as a tool to determine profitability.	CRT 2005 CRT 2020	2
10.. Review profit and loss statements to determine profitability	CRT 2020	3
11. Perform calculations using current technology (i.e. computers, calculators, POS).	CRT 2020	3

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KNOWLEDGE AREA: Dining Room Service

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):

- CRT 2012 A La Carte I
- CRT 2013 A La Carte II
- CRT 2014 A La Carte Cooking in a Restaurant

PURPOSE: To perform dining room service functions using a variety of types of service. To demonstrate an understanding of quality customer service.

COMPETENCIES: Students will be able to:

1. Demonstrate the general rules of table settings and service.
2. Describe American, English, French and Russian Service.
3. Discuss service methods such as banquets, buffets and catering and a la carte.
4. Describe the functions of dining service personnel.
5. Discuss training procedures for dining room staff.
6. Discuss procedures for processing guest checks using current technology.
7. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
8. Explain inter-relationships and work flow between dining room and kitchen operations.

Course Number	Contact Lecture	Hours Lab
CRT 2012	1	
CRT 2012	.5	
CRT 2012	1	
CRT 2013	1	
CRT 2013	1	
CRT 2013	.5	
CRT 2014	1	
CRT 2014 CRT 2017	1	

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KNOWLEDGE AREA: Dining Room Service

9. Discuss sales techniques for service personnel including menu knowledge and suggestive selling.

CRT 2014

1

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KNOWLEDGE AREA: Food Preparation

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2000 Introduction to Professional Baking
CRT 2001 Basic Food Preparation

PURPOSE: To develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products. To operate equipment safely and correctly. To apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.	CRT 2000	2	8
2. Identify the parts/components of a recipe.	CRT 2001	2	
3. Describe and use a standardized recipe.	CRT 2001	4	
4. Outline the procedure for writing a standardized recipe	CRT 2001	4	
5. Write a standardized recipe	CRT 2001	4	
6. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.	CRT 2000	1	3
7. Define and describe the sautéing process	CRT 2000	2	
8. Prepare a variety of foods using the sauté techniques	CRT 2000,01		4

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KNOWLEDGE AREA: Food Preparation

9. Evaluate the quality of sautéed items.	CRT 2012, 13, 14 CRT2000,01 CRT 2012,13,14 CRT 2000,01	2	1
10. Define and describe the processes of pan-frying and deep-frying	CRT 2000,01 CRT2012,13,14 CRT 2000,01 CRT 2012,13,14 CRT 2000,01	2	5
11. Fry a variety of foods to their proper doneness	CRT 2000,01	3	1
12. Evaluate the quality of fried foods	CRT 2000,01	2	7
13. Define and describe the roasting and baking processes	CRT 2000,01	1	1
14. Compare and contrast roasting to baking, poeleing, smoke-roasting and spit-roasting	CRT 2000,01	2	5
15. Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish	CRT 2000,01 CRT 2012,13,14	1	1
16. Evaluate the quality of roasted items	CRT 2000,01 CRT 2012,13,14 CRT 2000,01 CRT 2012,13,14	1	5
17. Define and describe the barbecue process	CRT 2000,01 CRT 2012, 13, 14	2	1
18. Select and prepare meats and seasonings and barbecue them to the appropriate doneness	CRT 2000,01 CRT 2012,13,14 CRT 2000	2	5
19. Evaluate the quality of barbecued items	CRT 2000,01	2	1
20. Define and describe the process of grilling and broiling.	CRT 2000,01 CRT 2012,13,14 CRT 2000	2	5
21. Grill and broil foods to the proper doneness	CRT 2000,01 CRT 2012,13,14	2	5

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 COOKING PROGRAMS

KNOWLEDGE AREA: Food Preparation

22. Evaluate the quality of grilled and broiled items	CRT 2000,01 CRT 2012,13,14 CRT 2000	2	1
23. Define and describe the processes of braising and stewing, noting the similarities and differences			
24. Braise and stew foods to the proper doneness	CRT 2000,01 CRT2012,13,14 CRT 2000,01		6
25. Evaluate the quality of braised and stewed items	CRT 2012,13,14 CRT 2000,01	1	1
26. Define and describe the process of shallow-poaching	CRT 2000,01	1	
27. Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid	CRT 2000,01 CRT 2012,13,14		3
28. Evaluate the quality of shallow-poached items	CRT 2000,01 CRT 2012,13,14 CRT 2000,01	2	1
29. Define poaching and simmering and correctly identify the temperature range at which each occurs			
30. Poach and simmer foods to the proper doneness	CRT 2000,01 CRT 2012,13,14 CRT 2000,01		4
31. Evaluate the quality of poached and simmered foods	CRT 2012,13,14 CRT 2000	1	1
32. Define and describe the boiling and steaming process			
33. Prepare boiled and steamed foods to the proper doneness	CRT 2000,01 CRT2012,13,14 CRT 2000,01		4
34. Evaluate the quality of boiled and steamed items	CRT2012,13,14 CRT 2001	4	1
35. Utilize standard weights and measures to demonstrate proper scaling and			

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 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAMS

KNOWLEDGE AREA: Food Preparation
 measurement techniques.

36. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.	CRT 2000 CRT2012,13,14	2	4
37. Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs	CRT 2000 CRT2012,13,14	1	1
38. Perform basic fabrication tasks with meat, poultry, seafood and variety meats	CRT 2000 and all production labs	7	7
39. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness	CRT 2000 CRT2012,13,14	4	4
40. Evaluate the quality of prepared meats, seafood, poultry, and variety meats	CRT 2000 CRT 2012,13,14	3	3
41. Define stock and describe its uses	CRT 2000	2	2
42. Identify different types of stocks	CRT 2000	1	1
43. List the basic ingredients needed for making stocks	CRT 2000	1	1
44. Describe the functions of the ingredients	CRT 2000	1	1
45. Describe the process of making stocks	CRT 2000	1	1
46. Evaluate the quality of a properly made stock	CRT 2000	1	1

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 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAMS

KNOWLEDGE AREA: Food Preparation

47. Define, describe and explain the purpose of sauces	CRT 2000,01	1	
48. Identify and prepare the grand sauces.	CRT 2000,01		6
49. Prepare a variety of non-grand/classical sauces	CRT 2000,01 CRT 2012,13,14		3
50. List the basic ingredients needed for making grand and non-grand sauces	CRT 2000,01	1	
51. Describe the functions of the ingredients in sauces	CRT 2000,01	1	
52. Evaluate the quality of a properly made sauce	CRT 2000,01		1
53. Define and describe soup and identify its two basic categories	CRT 2000,01	2	
54. Prepare a variety of soups from each category	CRT 2000,01		4
55. Describe the process of making each category of soup	CRT 2000,01	1	
56. Evaluate the quality of a properly made soup	CRT 2000,01		1
57. Identify a variety of fruits, vegetables, starches, legumes and grains	CRT 2000 CRT 2012,13,14	2	
58. Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods.	CRT 2000 CRT 2012,13,14		6
59. Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains	CRT 2000 CRT 2012,13,14		1
60. Define salad dressing and describe its purposes	CRT 2001 CRT 2008	2	

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 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAMS

KNOWLEDGE AREA: Food Preparation

61. Identify, define, and describe the types of salad dressings	CRT 2001 CRT 2008	3	
62. Prepare a variety of salad dressings and evaluate the quality of each	CRT 2001 CRT 2008	6	
63. Identify a variety of common salad greens	CRT 2001 CRT 2008	2	
64. Prepare and dress greens for a salad	CRT 2001 CRT 2008	3	
65. Evaluate the quality of properly prepared and dressed green salad	CRT 2000 CRT 2008	1	
66. Identify, describe, and prepare a variety of composed salads.	CRT 2001 CRT 2008	2	6
67. Evaluate the quality of composed salads.	CRT 2001 CRT 2008	1	
68. Identify, and describe the purpose of the elements of a sandwich	CRT 2000 CRT2008	2	
69. Prepare a variety of hot and cold sandwiches	CRT 2000 CRT 2008	8	
70. Evaluate the quality of sandwiches	CRT 2001 CRT 2008	1	
71. Identify and prepare a variety of breakfast meats.	CRT 2001	2	5
72. Evaluate the quality of prepared breakfast meats	CRT 2001	1	
73. Describe a variety of preparation techniques used in egg cookery	CRT 2001	2	

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COOKING PROGRAMS

KNOWLEDGE AREA: Food Preparation

74. Cook eggs using a variety of preparation techniques	CRT 2001		5
75. Evaluate the quality of prepared eggs	CRT 2001		1
76. Identify and prepare a variety of breakfast batter products	CRT 2001	2	4
77. Evaluate the quality of prepared breakfast batter products	CRT 2001		1

AMERICAN CULINARY FEDERATION FOUNDATION
 REQUIRED KNOWLEDGE AND COMPETENCIES
 Cooking Program

KNOWLEDGE AREA: Garde Manger

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
 CRT 2008 Introduction to Garde Manger
 CRT 2009 Advanced Garde Manger

PURPOSE: To develop skills in producing a variety of cold food products. To prepare items appropriate for buffet presentation, including decorative pieces.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures.	CRT 2008	4	4
2. Define and describe hors d'oeuvre, appetizers, and canapés	CRT 2008	5	
3. Explain the importance of presentation and garnishing for hors d'oeuvre, appetizers, and canapés	CRT 2008	4	
4. Prepare a variety of hors d'oeuvre, appetizers, canapés and basic garnishes	CRT 2008		24
5. Define aspic-gelee and describe its functions. Demonstrate fundamental skills in the preparation and uses of aspic	CRT 2008	2	4
6. Evaluate the quality of aspic-gelee and items coated with it	CRT 2008		2
7. Define and describe forcemeat and its various forms including pate, terrine, galantine, mousseline, and sausage	CRT 2008	5	
8. Prepare and present a variety of forcemeat products.	CRT 2008		24
9. Evaluate the quality of forcemeat products	CRT 2008		3

AMERICAN CULINARY FEDERATION FOUNDATION
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 Cooking Program

KNOWLEDGE AREA: Garde Manger

10. Demonstrate food presentation techniques using a variety of plates, platters and trays	CRT 2008		7
11. Evaluate the quality of prepared plates, platters and trays	CRT 2009	1	3
12. Produce decorative centerpieces (i.e. fruit, vegetable carvings, salt dough, tallow and ice carvings).	CRT 2009		6
13. Define and describe various methods in which food is preserved (i.e. brining, salting, curing, and smoking)	CRT 2009	4	
14. Prepare foods for preservation and prepare preserved foods	CRT 2009		17
15. Evaluate the quality of preserved foods	CRT 2009		2
16. Define and describe a variety of cheese categories.	CRT 2009	3	
17. Discuss how various cheeses are made and their uses	CRT 2009	3	
18. Use cheese as an ingredient in recipes	CRT 2009		2
19. Taste various cheeses and evaluate their quality	CRT 2009		3

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 COOKING PROGRAM

KNOWLEDGE AREA: Human Relations Management

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):

CRT 2017 Restaurant Management and Supervision
CRT 2018 Culinary Arts Career Planning

PURPOSE: To prepare for the transition from employee to supervisor. To evaluate styles of leadership and develop skills in human relations and personnel management.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Describe process of management through effective communication skills.	CRT 2017	4	
2. Summarize leadership styles and analyze when each is most appropriate.	CRT 2017	2.75	
3. Outline the supervisor's role in decision-making, problem solving and delegation of duties.	CRT 2017	4	
4. Explain the role of job descriptions and specifications and develop written examples.	CRT 2018	3	
5. Perform mock interviews; prepare resumes, job applications and cover letters.	CRT 2018	3	
6. Describe procedures of new employee orientation.	CRT 2017	3.25	
7. Compare training methods; construct an effective employee training program to	CRT 2017	3.5	

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 COOKING PROGRAM

KNOWLEDGE AREA: Human Relations Management

include follow-up training and cross-training.

8. Analyze types and methods of employee evaluation.	CRT 2017	3
9. Describe necessity of change and ways of implementing change with the least employee resistance.	CRT 2017	3.25
10. Evaluate methods of conflict resolution and grievance procedures (union/non-union).	CRT 2017	2.75
11. Identify reasons for disciplinary problems and discuss the supervisor's role in handling them.	CRT 2017	3
12. Describe the procedure for terminating employees.	CRT 2017	2.5
13. Analyze motivational techniques/problems; discuss procedures for attitudinal changes.	CRT 2017	3
14. Analyze ways of dealing with stress in the workplace.	CRT 2017	3
15. Discuss time management and other organizational management techniques.	CRT 2017	3
16. Discuss legal issues related to managerial decisions (sexual harassment, discrimination, violence/anger and unemployment compensation)	CRT 2017	3

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 COOKING PROGRAM

KNOWLEDGE AREA: Introduction to the Hospitality Industry

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2002 Introduction to the Food and Beverage Industry

PURPOSE: To develop an understanding of the hospitality industry and career opportunities in the field. To investigate trade publications and professional organizations appropriate for continuing education. To become familiar with the organizational structure and basic functions of departments within hospitality and foodservice establishments.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Define hospitality and the philosophy of the hospitality industry.	CRT 2002	4	
2. Trace the growth and development of the hospitality and tourism industry.	CRT 2002	4	
3. Describe the various cuisines and contributions of leading culinarians.	CRT 2002	4	
4. Identify professional organizations within the field; explain purposes and benefits.	CRT 2002	3.5	
5. Outline the organization, structure and functional areas in various hospitality organizations as a perspective for later courses in menu planning, purchasing, food production and service, food and beverage controls, management, etc.	CRT 2002	4	
6. Evaluate career opportunities through participation in field trips and guest speakers in class.	CRT 2002	4	
7. Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.	CRT 2002	3.5	

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REQUIRED KNOWLEDGE AND COMPETENCIES
COOKING PROGRAM

KNOWLEDGE AREA: Introduction to the Hospitality Industry

- 8. Discuss and evaluate industry trade periodicals.
- 9. Discuss professional ethics practiced in the industry.

CRT 2002	2
CRT 2002	4

AMERICAN CULINARY FEDERATION
 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAM

KNOWLEDGE AREA: Menu Planning

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
 CRT 2005 Menu Planning and Design

PURPOSE: To apply the principles of menu planning and layout to the development of menus for a variety of types of facilities and service.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. List basic menu planning principles.	CRT 2005	3	
2. Identify principles of menu layout and design.	CRT 2005	3.5	
3. Create menu item descriptions following established truth-in-menu guidelines.	CRT 2005	3	
4. Apply principles of nutrition to menu development.	CRT 2005	3.5	
5. Determine menu prices utilizing proper cost controls.	CRT 2005	3.5	
6. Plan a variety of menus i.e. a la carte, cycle, ethnic, holiday, banquet, reception and buffet	CRT 2005	3.5	
7. Discuss importance of product mix, check average and their impact on profit contribution.	CRT 2005	3	
8. Develop a menu layout for a foodservice operation.	CRT 2005	4	

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COOKING PROGRAM

KNOWLEDGE AREA: Menu Planning

9. Discuss the availability of Food and Seasonal Menus.	CRT 2005	3
10. Discuss Menu Planning resources (Internet, professional and vendors)	CRT 2005	3

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COOKING PROGRAM

KNOWLEDGE AREA: Nutrition

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2016 Culinary Nutrition
HE 250 Health

PURPOSE: To describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. To apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Identify current USDA MyPyramid principles and food groups	CRT 2016 HE 250	1	
2. List the nutrient contributions of each food group	CRT 201 HE 250	3	
3. Discuss the nine areas where dietary guidelines make recommendations.	CRT 2016	2	
4. Develop recipes and menus using dietary guide-line recommendations, food guides and food labels	CRT 2016	10	
5. Evaluate recipes and menus using dietary guideline recommendations, food guides and food labels.	CRT 2016	5	
6. Discuss characteristics, functions and best sources of each of the major nutrients.	CRT 2016 HE 250	2	
7. List the primary characteristics, functions and sources of vitamins, water and minerals.	CRT 2016	1	

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 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAM

KNOWLEDGE AREA: Nutrition

8. Describe the process of human digestion.	HE 250	1
9. Determine energy needs based upon basal metabolic rate and exercise expenditure.	HE 250	3
10. Discuss and demonstrate cooking techniques and storage principles and portion sizes for maximum retention of nutrients and effective weight management.	CRT 2016	2
11. Discuss exchange groups.	CRT 2016	1
12. Identify common food allergies and determine appropriate substitutions. (i.e. Gluten, sugar, lactose free)	CRT 2016	1
13. Discuss contemporary nutritional issues (i.e. vegetarianism, heart healthy menus and religious dietary laws).	CRT 2016	1
14. Apply emerging technologies (computerization) for nutrient analysis (i.e. Internet, recipe analysis software)	CRT 2016 CRT 2005	1 1
15. Discuss marketing of healthy menu options	CRT 2016 HE 250	1 1

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 COOKING PROGRAM

KNOWLEDGE AREA: Purchasing and Receiving

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):

CRT 2007 Inventory Control and Purchasing

CRT 2012 A La Carte I

CRT 2013 A La Carte II

PURPOSE: To understand the overall concept of purchasing and receiving practices in quality foodservice operations. To apply knowledge of quality standards and regulations governing food products to the purchasing function. To receive and store food and non-food items properly.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Discuss the flow of goods in a foodservice operation.	CRT 2007	2.5	
2. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures	CRT 2007	2	
3. Describe formal and informal purchasing methods.	CRT 2007	2	
4. Analyze market fluctuations and product cost.	CRT 2007	1.5	
5. Discuss legal and ethical considerations of purchasing.	CRT 2007	.5	
6. Explain regulations for inspecting and grading of meats, poultry, seafood, eggs, dairy products, fruits and vegetables.	CRT 2007 CRT 2012	1.5	
7. Outline yield and quality grades and National Association of Meat Purveyors (NAMP) specifications for meats.	CRT 2007 CRT 2012	1	

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 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAM

KNOWLEDGE AREA: Purchasing and Receiving

8. Write a bid specification.	CRT 2007	1
9. Evaluate received goods to determine conformity with user specifications.	CRT 2007	2
10. Receive and store fresh, frozen, refrigerated and staple goods. Describe the importance of receiving and inspecting product as it enters the facility	CRT 2007 CRT 2002	2
11. Explain proper receiving and storing of cleaning supplies and chemicals.	CRT 2007	2
12. Conduct a yield and cost comparison test of pre-fabricated products and on-premises butchered products.	CRT 2007 CRT 2013	1.5
13. Inventory food and non-food items using current technology.	CRT 2007	2.5
14. Explain the procedures for rotation of stock and for costing and evaluating, including FIFO and LIFO.	CRT 2007	1.5
15. Define and describe par stock	CRT 2007	1
16. Describe proper procedures of issuing product according to requisition.	CRT 2007	1
17. Describe current computerized systems for purchasing and inventory control.	CRT 2007	2
18. Inventory Menu Project	CRT 2007	4.5

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KNOWLEDGE AREA: Purchasing and Receiving

19. Inventory Class Equipment

CRT 2007

2

Section 11 of 12 Sections
Purchasing & Receiving – 17 Competencies
Revised 2006

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KNOWLEDGE AREA: Sanitation

Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2015 Sanitation and Safety for Managers

PURPOSE: To develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations. To reinforce personal hygiene habits and food handling practices that protects the health of the consumer.

COMPETENCIES: Students will be able to:

	Course Number	Contact Lecture	Hours Lab
1. Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.	CRT 2015	2	
2. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.	CRT 2015	2	
3. List and define the fundamentals of good personal hygiene.	CRT 2015	2	
4. Demonstrate good personal hygiene and health habits in a laboratory setting	CRT 2015	1	
5. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.	CRT 2015	2	
6. List the major causes of food spoilage.	CRT 2015	2	
7. Define food spoilage indicators	CRT 2015	2	
8. Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway	CRT 2015	1	

AMERICAN CULINARY FEDERATION FOUNDATION
 REQUIRED KNOWLEDGE AND COMPETENCIES
 COOKING PROGRAMS

KNOWLEDGE AREA: Sanitation

- | | | |
|--|----------|---|
| 9. Outline the requirements for proper receiving and storage of both raw and prepared foods. | CRT 2015 | 1 |
| 10. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e., NSF, UL, OSHA ADA, etc.) | CRT 2015 | 2 |
| 11. Describe types of cleaners and sanitizers and their proper use. | CRT 2015 | 2 |
| 12. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness | CRT 2015 | 1 |
| 13. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws. | CRT 2015 | 1 |
| 14. Develop cleaning and sanitizing schedule and procedures for equipment and facilities. | CRT 2015 | 2 |
| 15. Identify proper methods of waste disposal and recycling. | CRT 2015 | 1 |
| 16. Describe appropriate measures for insects, rodents and pest control eradication. | CRT 2015 | 2 |
| 17. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards. | CRT 2015 | 1 |

AMERICAN CULINARY FEDERATION FOUNDATION
REQUIRED KNOWLEDGE AND COMPETENCIES
COOKING PROGRAMS

KNOWLEDGE AREA: Sanitation

18. List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.	CRT 2015	1
19. Demonstrate appropriate emergency policies for kitchen and dining room injuries.	CRT 2015	2
20. Describe appropriate types and use of fire extinguishers used in the foodservice area.	CRT 2015	1
21. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation.	CRT 2015	1
22. Identify food bio-terrorism laws and RFID technology and the impact these regulations and technology have on food safety and sanitation.	CRT 2015	1

CRT 2000 INTRODUCTION TO PROFESSIONAL COOKING

Year and Term: Fall Term 2006

Course Credits: 5

Meeting Time/Days: 8:00a.m.-1:00p.m.
Monday -Friday

Location: OCCI

Instructor: Chef Roberts
Chef DoVale

Office Location: OCCI

Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: This course will focus on the functional principles of modern cooking. Students will learn about what happens to food when it is heated, about how food is cooked with different cooking methods, and about rules of seasoning and flavoring. Theories which explain the chemistry of cooking will be emphasized so students can successfully practice them in the kitchen. Emphasis will be placed on the vocabulary of cooking, procedures, ingredients, menu terms, food quality standards, and equipment use.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content. The objectives concerning sanitation and safety also satisfy the Community/Global Consciousness & Responsibility

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge:	(The student will...)
1. Understand the basic principles for using seasoning and flavoring to create good tasting food.	
2. Understand professional kitchen tools and equipment.	
3. Comprehend the differences between moist heat cooking methods, dry heat cooking methods, and dry heat methods using fat.	
4. Become familiar with basic sanitary techniques in the professional kitchen.	
5. Gain an understanding of appropriate kitchen terminology in a professional kitchen.	
Skills:	(The student will be able to...)
6. Name the most important components of food and describe what happens to them when they are cooked.	
7. Describe the ways in which heat is transferred to food in order to cook it.	
8. List the factors that affect cooking times.	
9. Describe each cooking method used in the commercial kitchen.	
10. Create and maintain a professional notebook (lecture notes and recipes).	
Attitudes & Values:	(The student will have...)
11. An appreciation for the importance of sanitation in the operation of a	

- professional kitchen.
- 12. Confidence in their ability to prepare meals for the general public.
- 13. A sensitivity to the effects of heat on food components during the cooking process.
- 14. An appreciation for the value of team work in the operation of a professional kitchen.
- 15. An appreciation for the value of professionalism in a kitchen environment.

1. *Course Content: THE FOOD SERVICE INDUSTRY*

- 1. History of modern food service
- 2. Organization of modern kitchens
- 3. Standards of professionalism
- 4. Professional notebook - creating, maintaining (terminology - French and English, history, lecture notes, techniques, recipes)

III. TOOLS AND EQUIPMENT

- 5. Cooking equipment
- 6. Holding and storage equipment
- 7. Measuring devices
- 8. Knives, hand tools, and small equipment and how to use them properly.

IV. BASIC COOKING PRINCIPLES

- 9. Effects of heat on foods
- 10. Heat transfer
- 11. Cooking times
- 12. Cooking methods
- 13. The art of seasoning and flavoring

14. THE RECIPE AND THE MENU

- A. The written recipe
- 15. Converting recipes
- 16. Food costs
- 17. Menu forms and functions
- 18. Building the menu
- 19. Nutritional considerations

Assessment Tasks:

- 1. To write a paper on a variety of herbs and spices
- 2. Create and maintain a professional notebook
- 3. To apply different cooking methods to a variety of foods

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Lab participation	50%
Professionalism	10%
Exams	30%
Notebook	10%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes	Monday September 25
Midterm Exam	Thursday October 26
Herb Paper Presentations	Friday December 1
Final Practical Exam	Monday-Wednesday December 4-6
Clean Up and Final Written Exam	Thursday December 7.....End of Fall Term

Reading Assignments: Assigned weekly from text.

***Policies and Procedures:**

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

***ACADEMIC PLAGIARISM AND CHEATING**
(To be attached to course syllabus)

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

***DISCRIMINATION/HARASSMENT POLICY**

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any

educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

***REFUND POLICY**

Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

For classes that are one week or less in duration, a 100% refund will be given if the formal withdrawal is completed by the end of the day before the class is scheduled to meet the first time. Students who feel that their circumstances are extraordinary and warrant exception from this policy may appeal to the Student First Stop in Dellwood Hall by completing a Request for Refund and Exception to Policy form.

The tuition refund process begins the second week of the term in which the student is currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order, VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC degree graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

CRT 2001 BASIC FOOD PREPARATION

Year and Term: Fall Term 2006

Course Credits: 5

Meeting Time/Days: 8:00a.m.-1:00p.m.
Monday -Friday

Location: OCCI

Instructor: Chef Roberts
Chef DoVale

Office Location: OCCI

Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: This course will focus on learning pre-preparation techniques important to professional kitchen operations – Mise En Place. The students will learn the importance of carefully planned pre-preparation, the difference in preparation requirements for set and extended meal service, and keeping sharp edges on knives. Students will gain competence in performing basic cutting techniques, basic cooking and marinating procedures, and handling convenience foods in pre-preparation operations.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content. The objectives concerning sanitation and safety also satisfy the Community/Global Consciousness & Responsibility and the objective concerning portion control satisfies the Computation competency.

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge:	(The student will...)
<ol style="list-style-type: none"> 1. Understand the range of activities involved in pre-preparation work for meal service. 2. Gain an understanding of safe and effective kitchen equipment use and maintenance. 3. Understand when to use one food preparation technique over another based on food composition, quality, and structure. 4. Comprehend the different cooking methods effective for preparing different cuts of meats, poultry, fish, and various other foods. 5. Understand aspects of handling convenience foods - including differences in handling fresh and raw ingredients, storage, shelf life, and defrosting. 6. Become familiar with basic sanitary techniques in the professional kitchen. 7. Gain an understanding of appropriate kitchen terminology in a professional kitchen. 	
Skills:	(The student will be able to...)
<ol style="list-style-type: none"> 8. Demonstrate food preparation for the following cooking methods - saute, broil, grill, braise, deep and shallow fry, and poach. 9. Set up and use a standard breading station. 10. Differentiate correct procedures for handling different convenience foods. 11. Select appropriate marinate approach for various foods. 12. Cut foods into basic cuts and shapes. 13. Safely demonstrate knife skills, knife sharpening techniques, handling a steel, 	

	and cutting techniques.
14.	Determine portion and quality control methods appropriate for set meals (buffets) and extended meal service (a la carte dinners).
15.	Create and maintain a professional notebook (lecture notes and recipes).
Attitudes & Values:	(The student will have...)
16.	An appreciation for the importance of knife-handling and equipment operation safety in a professional kitchen working environment..
17.	Confidence in their ability to use small chefs tools in the basic food preparation process.
18.	An appreciation for the value of team work in the operation of a professional kitchen.
19.	An appreciation for the value of professionalism in a kitchen environment.

Course Content:

1. BASIC FOOD PREPARATION
 1. Standards of professionalism
 2. Professional notebook - creating, maintaining (terminology - French and English, history, lecture notes, techniques, recipes)
- II. MISE EN PLACE: EVERYTHING READY
 3. Assemble tools
 4. Assemble ingredients
 5. Wash, trim, cut, prepare, and measure raw materials
 6. Prepare equipment (Pre-heat oven)
- III. KNIFE SKILLS - HANDLING AND MAINTENANCE
 7. Selecting the correct knife
 8. Sharpening
 9. Storing
 10. Cutting techniques
- IV. BASIC COOKING TECHNIQUES
 11. Marinating
 12. Sauteeing
 13. Broiling and grilling
 14. Shallow and deep fry
 15. Poach, boil, and simmer
 16. Braising
- V. BASIC SOUPS AND SAUCES
 17. Stock Making
 18. Mother Sauces
 19. Small Sauces
 20. Soups
- VI. VEGETABLES, STARCHES, LEGUMES AND FRUITS
 21. Identification
 22. Preparation
 23. Cooking
 24. Presentation

- VII. BREAKFAST COOKERY
25. Breakfast Meats and Starches
 26. Egg Cookery
 27. Breakfast Batter Products
- VIII. PRE-PREPARATION FOR SET MEAL SERVICE AND EXTENDED MEAL SERVICE
28. Set meal service
 1. All customers eat at one time
 2. Quantity meal cooking - preparing large batches in advance
 3. School cafeterias, banquets, employee dining rooms, catering, weddings
 4. Quality deterioration due to long holding
 5. Large quantities of leftovers
 29. Extended meal service
 1. Customers eat at different times
 2. A la carte cooking - cooking to order
 3. Restaurants, hotels, resorts
 4. Leftovers

Assessment Tasks:

1. Apply different cooking methods to a variety of foods.
2. Prepare a mise en place for a selected recipe.
3. Sharpen your complete set of knives.
4. Receive Food Handler Certificate HEC9932

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Lab participation	50%
Professionalism	10%
Exams	30%
Notebook	10%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes Monday September 25

Midterm Exam	Thursday October 26
Final Practical Exam	Monday-Wednesday December 4-6
Clean up and Final Written Exam	Thursday December 7.....End of Fall Term

Reading Assignments: Assigned weekly from text.

CRT 2002

INTRODUCTION TO THE FOOD AND BEVERAGE INDUSTRY

Year and Term: Fall Term 2006

Instructor: Chef Roberts

Chef DoVale

Course Credits: 3

Office Location: OCCI

Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Meeting Time/Days: 8:00a.m.-1:00p.m.

Office Phone: Chef Roberts 888-1545;

Monday -Friday

Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;

ndovale@socc.edu

Course Description: This course offers students an overview of the food service industry; its structure, organization, size, economic impact, regulatory industries: managerial problems and practices; trade journals and resources with a broad review of the various food service segments. Discussion of operational topics of current concern for the industry. Guest speakers representing various segments of the industry will provide an introduction to career opportunities and a view of real-world activities.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives:	(Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)
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Knowledge:	(The student will...)
<ol style="list-style-type: none"> 1. Gain knowledge of hospitality industry history, philosophy, growth and development. 2. Recognize the relationships of food and beverage industry sectors, support industries, and regulatory agencies. 3. Gain an understanding of current managerial problems, concerns and philosophies as well as role expectations in various professional organizations within the food and beverage industry. 	
Skills:	(The student will be able to...)
<ol style="list-style-type: none"> 4. Discuss the characteristics and infrastructure of various food and beverage organizations within the industry. 5. Identify and discuss customer concerns and expectation in the food and beverage industry. 6. Identify career opportunities in the food and beverage industry. 7. Begin creating a personal career path plan, taking into consideration industry trends relating to future career opportunities. 8. Begin developing and utilizing a personal contacts networking file. 9. Create and maintain a professional notebook (lecture notes). 10. Begin development of a personal portfolio (photographs of food prepared, culinary competitions the student participates in, newspaper articles about the student's own experiences). Portfolio completed in CS 120. 	

Attitudes & Values:

(The student will have...)

- | |
|---|
| <ul style="list-style-type: none"> 11. An appreciation for the value of professionalism in the culinary profession. 12. An appreciation for professional value of good working relationships between upper management, peers and employees. |
|---|

Course Content:

1. THE RESTAURANT BUSINESS
 1. Fine dining, fast (quick) foodservice, family dining, specialty restaurants, restaurants in malls, retail stores, resorts, airline and transportation, and truck stops
 2. The dining market
 3. Dining well
 4. Eating market dynamics

- II. RESTAURANT OPERATIONS
 5. Front of the house - back of the house
 6. Organizing operations: chain, independent, or franchise
 7. Profit in foodservice operations
 8. Accounting statements and operating ratios

- III. FORCES SHAPING TODAY'S FOOD SERVICES
 9. Demand
 10. Changing age demographics
 11. Changing life styles
 12. Workforce supply and diversity
 13. Competition
 14. Industry trade periodicals
 15. Present day ethics

- IV. ISSUES FACING TODAY'S FOOD SERVICE
 16. Health, nutrition, consumerism, truth in menu, sanitation, alcohol
 17. Food service and the environment
 18. Technology and energy

- V. INSTITUTIONAL AND CONTRACT FOODSERVICE OPERATIONS
 19. Business and industry food services
 20. College and university food services
 21. Health-care food services
 22. School and community food service
 23. Service programs for the older adults
 24. Vending and concessions

- VI. THE BEVERAGE INDUSTRY, PAST AND PRESENT
 25. Beverages and their history
 26. The tavern: pleasures and politics
 27. Prohibition and its effects
 28. The physiology of alcohol
 29. Third-party liability
 30. Today's beverages

- VII. THE BAR

VIII. THE STAFF

IX. WINES, BEERS AND SPIRITS

X. NON-ALCOHOLIC BEVERAGES

XI. REGULATIONS

31. Regulations: federal, state, and local
32. Licensing and registration
33. What, when, and to whom you may sell

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation	30%
Exams	50%
Notebook	20%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes	Monday September 25
Midterm Exam	Thursday October 26
Final Practical Exam	Monday-Wednesday December 4-6
Clean up and Final Written Exam	Thursday December 7.....End of Fall Term

Reading Assignments: Assigned weekly from text.

CRT 2003 INTRODUCTION TO PASTRY AND BAKING

Year and Term: Winter Term 2007

Instructor: Chef Roberts
Chef DoVale

Course Credits: 6

Office Location: OCCI

Meeting Time/Days: 8:00a.m.-1:00p.m.
Monday -Friday

Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Office Phone: Chef Roberts 888-1545;

Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;

ndovale@socc.edu

Course Description: *This course will cover fundamentals of baking and pastry (including terminology, ingredients, technology, equipment, recipe conversion, measurements, storage and sanitation). Students will gain experience in using various mixing methods. Techniques in yeast and quick bread, pastry, pie, cookie, and dessert making and presentation will be covered.*

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (Upon completion of the course the learner will...)

- a) Understand the basic principles of bread making.
- b) Understand the importance of weighing baking ingredients.
- c) Comprehend the factors that control the development of gluten in baked goods.
- d) Gain an understanding of the changes that take place in a dough or batter as it bakes.
- e) Become familiar with the terminology, technology, equipment, recipes, measurements, and sanitation involved with baking and pastry preparation.

Skills: (Upon completion of the course the learner will be able to...)

- a) Use formulas based on baker's percentages.
- b) Use a baker's scale.
- c) Use various mixing methods to prepare bake goods.
- d) Prepare rolls, basic bread products, pies, cakes, and cookies.
- e) Present desserts in a modern style.
- f) Create and maintain a professional notebook (lecture and recipes).

Attitudes and Values: (Upon completion of the course the learner will have...)

- a) An appreciation for the importance of sanitation in a bake shop.
- b) An appreciation for the value of team work in the operation of a professional bake shop.
- c) An appreciation for the value of professionalism in a bake shop environment.

Status:

Active



Inactive



Contents Outline: (must be in outline format)
NOTE: Use Mouse to go to the next Section

- I. BASIC PRINCIPLES OF BAKING
 - A. Formulas and measurement
 - B. Mixing and gluten development
 - C. The baking process
 - D. Recipe conversion
- II. BASIC INGREDIENTS
 - A. Flours, meals, and starches
 - B. Fats
 - C. Sugars
 - D. Liquids, eggs
 - E. Leavening agents
- III. INTRODUCTION TO YEAST PRODUCTS
 - A. Yeast product types
 - B. Mixing methods
 - C. Steps in yeast dough production
- IV. DOUGH FORMULAS AND TECHNIQUES
 - A. Bread and roll formulas
 - B. Rolled-in dough's: Danish pastry and croissants
 - C. Make-up techniques for dough
 - D. Quick bread methods
- V. INTRODUCTION TO CAKE MAKING
 - A. Basic mixing method
 - B. Cake formula types
 - C. Scaling and planning
 - D. Baking and cooling
 - E. Cake formulas: two stage methods, foaming method
- VI. INTRODUCTION TO PRODUCTION AND APPLICATION OF ICINGS
 - A. Producing and handling basic types of icings
 - B. Assembling and icing cakes
- VII. INTRODUCTION TO PIES AND PASTRIES
 - A. Pie dough's, assembly and baking
 - B. Pastries, meringues and fruit desserts
 - C. Éclair paste (choux paste)
 - D. Creams, custards, puddings, frozen desserts and sauces
 - E. Cookies

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation

50%

Exams	30%
Notebook	15%
Paper	15%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Reading Assignments: Assigned weekly from text.

Written Assignments: Choose a country or region of a country and write a 2 page paper on their traditional breads

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes	Monday January 8, 2007
Midterm Exam	Friday January 26, 2007
Bread Paper	Friday February 2, 2007
Final Written Exam	Monday February 12, 2007

Policies and Procedures:

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

ACADEMIC PLAGIARISM AND CHEATING
(To be attached to course syllabus)

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COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC degree graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

CRT 2004 INTRODUCTION VINEYARDS AND BEVERAGES

Year and Term: Summer Term 2007

Instructor: Chef Roberts
Chef DoVale

Course Credits: 1

Office Location: OCCI

Meeting Time/Days: 8:00a.m.-1:10p.m.
Monday -Friday

Office Hours: 7:30-8:00a.m./1:10-1:40p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: *This course will present an introduction from a culinary perspective to wine and spirits produced by the world's vineyards. Students will study wine production, labeling, and laws of the beverage industry. They will be tutored in proper service and presentation of beverages. Emphasis is on developing a knowledge base suitable for assisting customers in choosing the "correct" wine for classical and contemporary cuisine.*

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (Upon completion of the course the learner will...)

1. Become familiar with the history of wine making.
2. Understand the processes involved with making wines and spirits.
3. Comprehend the differences between European and American wine producing, labeling, and laws.
4. Understand the laws of the beverage industry and how they effect restaurant management.
5. Discuss the presentation of beverages, both alcoholic and non-alcoholic, using the proper equipment and glassware.
6. Discuss the opening and closing procedures for beverage management and the necessity of internal beverage controls.
7. Discuss the Dram Shop Act and liquor law liabilities.

Skills: (Upon completion of the course the learner will be able to...)

8. Name the most important components of wine and spirits.
9. Identify and correctly interpret the information conveyed on beverage bottle labels.
10. List the factors (additives, climate, soil, temperature, aging) that affect the taste development of a variety of wines.
11. Name the differences between the grape varietals of European and American vineyards.
12. Correctly open and serve a bottle of wine.
13. Understand the importance of responsible alcohol service and be able to identify levels on intoxication and how to control customer consumption.
13. Create and maintain a professional notebook (lecture notes and recipes).

Attitudes and Values: (Upon completion of the course the learner will have...)

- 14. An appreciation for the benefits of pairing wines to a variety of foods within classical and contemporary cuisine.
- 15. Confidence in their ability to assist customers in choosing the correct wine.
- 11. An appreciation for the value of professionalism in a dining room and bar environment.

18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
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21. Contents Outline: (must be in outline format)
 NOTE: Use Mouse to go to the next Section

- I. WINE AND BEVERAGES
 - 1. Production and growing of grapes
 - 2. History of wine making
 - 3. Beverage industry laws and labeling
 - 4. American and European wine production, regions, labeling, laws
 - 5. Wine/spirits components
 - 6. Factors that affect taste development in a variety of wines (additives, climate, soil, temperature, aging)
- II. SERVICE
 - 7. Pairing wines to a variety of foods--customer service
 - 8. Opening and serving
 - 9. Tasting as opposed to imbibing
 - 10. Maintaining a professional notebook

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation	50%
Exams	30%
Notebook	20%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes Monday June 25
Clean up and Final Written Exam August 17

Reading Assignments: Assigned weekly from text, if applicable

Policies and Procedures:

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Approved by Faculty Senate – January 28, 2005

Modified from the League for Innovations

CRT 2005 MENU PLANNING AND DESIGN

Year and Term: Fall Term 2006

Instructor: Chef Roberts
Chef DoVale

Course Credits: 3

Office Location: OCCI
Office Hours: 7:30-8a.m./1:00-1:30

Meeting Time/Days: 8:00a.m.-1:00p.m.
Monday -Friday

Office Phone: Chef Roberts 888-1545
Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description:

This course will cover the basic principles of planning and design necessary to create a variety of menus for various food service operations. Layout, costing, and promotional approaches will be covered.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content. The objectives concerning sanitation and safety also satisfy the Community/Global Consciousness & Responsibility

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge:	(The student will...)
1. Understand the basic principles of planning and designing menus for various restaurant concepts.	
2. Know how to layout a menu for a business of various price structures.	
3. Become familiar with promotional tools to be used in planning menus.	
4. Use nutrition knowledge in developing menu.	
Skills:	(The student will be able to...)
5. Develop a variety of menu layouts for restaurant concepts with consideration to price structure, restaurant cuisine concept, and availability/season of food products	
6. Write honest menu descriptions to successfully market menu items.	
7. Design menu interior layout and graphics as well as engaging menu covers that convey price structure, appealing selections, and restaurant concept.	
8. Use profit and loss menu planning approaches while developing profitable menu plans, ie. Cost controls.	
9. Discuss product mix, check average in terms of product contribution.	
10. Create and maintain a professional notebook (lecture notes, recipes, menus).	

Attitudes & Values:

(The student will have...)

10. An appreciation for the value of team work in menu plan-and-design meetings.
11. Confidence in their ability to create menus for a variety of meals and restaurant venues.
12. An appreciation for the value of professionalism in the culinary profession.

Contents Outline: (must be in outline format)

- I. MENU PLANNING
 1. Design and layout a specific menu
 2. Layout a variety of menus
 3. Design cover
- II. COSTING
 4. Price food items on various menus
 5. Profit and loss menu planning
- III. PROMOTION
 6. Promotional tools: advertising Internet
 7. Menu Planning Resources

MENU PROJECT

EACH STUDENT CREATES A RESTAURANT, for example:

- Seafood, Pasta, Steak House
- Family Style
- Fine Dining, gourmet
- Etc.

1. CHOOSE A NAME

2. WRITE A MENU: MUST INCLUDE AT LEAST:

- 4 Appetizers
- 2 Soups
- 3 Salads
- 8 Entrees
- 4 Desserts

3. WRITE A BEVERAGE MENU

Alcohol optional.

4. WRITE RECIPES FOR EACH ITEM. Include ingredients, amounts needed and methodology.

This Menu Project will be relevant throughout the rest of your time here. It is the basis of and will be included in your future Inventory Project and also in your Restaurant Design Project. Do not misplace or lose this project after it has been graded and returned to you.

Create your dream place!! Make this a fun and interesting project. The more you research and think through your selections, the more you will learn and the more interesting the project will be for you.

PROJECT DUE DATE

Wednesday March 14, 2007

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

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Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Menu project

100%

22. Required Text(s): Complete citation(s).
Per current course syllabus.
23. Optional Text(s): Complete citation(s). (<i>This information is required.</i>)
<u>Fundamentals of Menu Planning</u> , McVety, Paul J. & Bradley J. Ware. John Wiley & Sons, 1 st ed. 1989.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes
Project due
Clean Up

Monday January 8, 2007
Wednesday March 14, 2007
Thursday March 22, 2007

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Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

CRT 2006 RESTAURANT LAYOUT AND INTERIOR DESIGN

Year and Term: Summer Term 2007

Instructor: Chef Roberts
Chef DoVale

Course Credits:3

Office Location: OCCI

Meeting Time/Days: 8:00a.m.-1:10p.m.
Monday -Friday

Office Hours: 7:30-8:00a.m./1:10-1:40p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: *This course will offer students an opportunity to design their own restaurant. Emphasis will be on kitchen layout, dining room design, staff allocation, and exterior design. Students develop a concept proposal suitable for presentation. Their designs are based on the menu they created earlier in the year.*

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives:	(Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)
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Knowledge: (Upon completion of the course the learner will...)

1. Understand multiple aspect of designing a small restaurant business.
2. Gain an understanding of kitchen equipment, fixtures, dining room furniture, and exterior design considerations required for various food service concepts.
3. Become familiar with environmental design concepts and materials appropriate for various food service concept designs.
4. Have an awareness of staffing needs particular to various food service concepts.
5. Understand how a menu drives the total concept and layout and staffing of a restaurant.

Skills: (Upon completion of the course the learner will be able to...)

5. Design a kitchen for various types of food service concepts.
6. Select appropriate materials, furniture, flooring, traffic patterns, and equipment for various types of food service dining rooms.
7. Design exteriors, signage and marque, lighting for various food service concepts.
8. Present a completed restaurant/food service concept proposal including all aspects of design and layout, just as would be required for obtaining restaurant development financing.
9. Maintain a professional notebook (lecture, project notes).

Attitudes and Values: (Upon completion of the course the learner will have...)

9. An appreciation for the value of planning and designing a small restaurant business concept.
10. Confidence in their ability to design a conceptual design, based on their menus, and layout for the exterior and interior of their food service concept.

Contents Outline: (must be in outline format)

- | | |
|-----|--|
| 1. | RESTAURANT DESIGN |
| 1. | Planning and building a small business |
| 2. | Materials |
| 3. | Exteriors - signage, marque, lighting, concept design |
| 4. | Interior environments - traffic, flooring, equipment, lighting, kitchen, and dining room |
| 5. | Hiring staff |
| II. | DEVELOPMENT AND PRESENTATION |
| 6. | Aspects of concept proposal development, integrity of proposal, neatness, clarity of concept |
| 7. | Project presentation |

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

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Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation	30%
Project	70%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes	Monday June 25
Projects due	Monday August 6

Policies and Procedures:

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Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC degree graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2007 Inventory Control and Purchasing

Year and Term: Spring Term 2007

Course Credits: 3

Meeting Time/Days: 8:00a.m.-1:10p.m.
Monday -Friday

Location: OCCI

Instructor: Chef Roberts
Chef DoVale

Office Location: OCCI

Office Hours: 7:30-8:00a.m./1:10-1:40p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: *This course will present basic principles of purchasing food, beverage, equipment, contract services, and other supplies. Students will learn the necessary skills for product identification, supplier selection, ordering, receiving, storing, and issuing processes as they apply to purchasing and inventory controls in the food service industry.*

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

<p>Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)</p>
--

<p>Knowledge: (Upon completion of the course the learner will...)</p>
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- | |
|--|
| <ul style="list-style-type: none"> a) Understand the importance of selecting quality food products, beverages, equipment and contract services specific to the grade of a food service concept. b) Understand the importance of maintaining correct and updated inventory records and controls. Become familiar with purchasing a variety or range of food products. |
|--|

<p>Skills: (Upon completion of the course the learner will be able to...)</p>
--

- | |
|---|
| <ul style="list-style-type: none"> a) Differentiate between quality and inferior products and where to obtain each through suppliers. b) Develop a food products inventory list and inventory control system for a small restaurant business - ordering, receiving, storing and issuing. c) Purchase food products for a variety of menus in the food service industry. <p>Maintain a professional notebook (lecture notes).</p> |
|---|

<p>Attitudes and Values: (Upon completion of the course the learner will have...)</p>
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- | |
|---|
| <ul style="list-style-type: none"> a) An appreciation for the importance of purchasing products appropriate to the grade of a food service concept. b) Confidence in their ability to draft and maintain an inventory control list and system. c) Confidence in their ability to discern quality products. <p>An appreciation for the value of professionalism in the food service industry.</p> |
|---|

Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
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<p>Contents Outline: (must be in outline format) NOTE: Use Mouse to go to the next Section</p>
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I. PURCHASING

- A. Local purveyors, supplier selection, contractors
- B. Product availability – product identification, regionally, seasonally, product grades
- C. Cost controls – availability, substitution, quantity
- D. Storage
- E. Waste controls
- F. Purchasing – selection, ordering, receiving, storing, issuing process

INVENTORY

- A. Preparation of inventory sheets
- B. Taking inventory of small supplies and equipment
- C. Balancing of food cost percentage
- D. Professional notebook, creating and maintaining

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation	30%
Exams	50%
Notebook	20%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes	Monday September 25
Midterm Exam	Thursday October 26
Final Practical Exam	Monday-Wednesday December 4-6
Clean up and Final Written Exam	Thursday December 7.....End of Fall Term

List of Subjects covered by week will accompany all syllabi.

Reading Assignments: Assigned weekly from text.

Policies and Procedures:

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

***ACADEMIC PLAGIARISM AND CHEATING**
(To be attached to course syllabus)

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V. Discipline Content

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CRT 2008
INTRODUCTION TO GARDE MANGER

Year and Term: Summer Term 2007

Instructor: Chef Roberts
Chef DoVale

Course Credits: 5

Office Location: OCCI

Meeting Time/Days: 8:00a.m.-1:10p.m.
Monday -Friday

Office Hours: 7:30-8:00a.m./1:10-1:40p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: *This course will cover the preparation and artistic presentation of cold cuisine. While using garde manger small tools, students will develop skills in the fundamentals of preparing hot and cold appetizers, lunch and dinner salads, egg cookery, dressings, pates, vegetable and fruit carving, garnishes, hot and cold sandwiches, and food decoration. Basics of cold food pantry organization and sanitizing techniques will be covered.*

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives:	(Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)
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Knowledge: (Upon completion of the course the learner will...)

1. Understand the basic principles of emulsification in salad dressing preparation.
2. Become familiar with the cold food pantry organization, including salad and sandwich composition and presentation.
3. Become familiar with safety sanitizing techniques in a cold food kitchen, including tools and equipment.
4. Understand what a forcemeat is and how it is used to prepare pates, terrines, galantines, mousselines and sausages.
5. Understand the preparing and serving of hors d'oeuvre and canapés, dips and relishes and the importance of garnishing and presentation.
6. Understand aspic gelee, it's preparation and uses in cold kitchen presentations.

Skills: (Upon completion of the course the learner will be able to...)

7. Identify salad greens and salad ingredients.
8. Assemble salads that have eye appeal.
9. Prepare cold dressings.
10. Prepare creatively combined sandwiches for taste and presentation.
11. Prepare a wide variety of hor d'oeuvre, canapés and appetizers and present them creatively on plates, platters, mirrors and trays.
12. Prepare forcemeat products.
13. Present forcemeat products, applying aspic where needed and evaluate the quality of both the

forcemeat products and the aspic applications and the presentation skills.

Attitudes and Values: (Upon completion of the course the learner will have . . .)

14. An appreciation for the importance of sanitation in a cold food kitchen.
15. Confidence in their ability to prepare appetizers, salads, sandwiches and forcemeat creations for the general public.
16. A sensitivity to the effects of refrigeration on cold food components during their preparation.
12. An appreciation for the value of professionalism in a kitchen environment.

- I. SALADS
 1. Types of salads
 2. Ingredients
 3. Arrangement and presentation
 4. Recipes and techniques
- II. SALAD DRESSINGS
 5. Ingredients
 6. Emulsions
 7. Oil and vinegar dressings, emulsified dressings
 8. Other dressings, cooked dressings
- III. SANDWICHES
 9. Breads
 10. Spreads and fillings
 11. Types of sandwiches, hot and cold, putting together and presenting with appropriate side dishes
- IV. HORS D'OEURVE, CANAPES AND APPETIZERS
 12. Ingredients
 13. Taste and visual combinations
 14. Presentations
 15. Garnishes
- V. FORCEMEATS AND THEIR APPLICATIONS
 16. Pates, Terrines, Galantines, Mousseline and Sausages
 17. Ingredients
 18. Methods of Preparations and Presentations

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

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V. Discipline Content

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Approved by Faculty Senate – January 28, 2005

Modified from the League for Innovations

CRT 2009 ADVANCED GARDE MANGER

Year and Term: Summer Term 2007

Instructor: Chef Roberts
Chef DoVale

Course Credits: 3

Office Location: OCCI

Meeting Time/Days: 8:00a.m.-1:10p.m.
Monday -Friday

Office Hours: 7:30-8:00a.m./1:10-1:40p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: This course expands the basic knowledge of the cold food garde manger kitchen. Students will continue their artistic productions and presentations of buffet arrangements, adding decorative centerpieces. They will also delve into the wide world of cheeses, domestic and imported.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (Upon completion of the course the learner will...)

1. Understand the importance of attractive food presentation.
2. Become familiar with ice carving and butter sculpturing tools and terminology.
3. Understand the proper balance of color, shape, and texture of cold foods.
4. Preserve foods through brining, salting curing and smoking.
5. Become familiar with the variety of cheeses and use them in cold kitchen applications and taste and appreciate them for the wonderful food products they are.

Skills: (Upon completion of the course the learner will be able to...)

6. Gather and pre-prepare the hand tools, supplies, and equipment needed for garde manger dishes.
7. Garnish a banquet platter with appropriate accompaniments.
8. Create decorative vegetable and fruit carvings.
9. Be able to evaluate preserved food products.
10. Serve food that is attractively arranged on the plate or platter.
11. Design and demonstrate an ice carving of their choice.
12. Have a basic understanding of the variety of cheeses and how they complement other foods and stand on their own.
13. Prepare a butter sculpture and/or tallow carving.
14. Maintain a professional notebook (lecture notes, recipes, and photographs).
15. Further develop their professional portfolio through the addition of garde manger photographs from their own work.

Attitudes and Values: (Upon completion of the course the learner will have...)

16. A greater appreciation for the culinary and artistic importance of the cold kitchen.
17. Feel more confident in their ability to present cold foods attractively and with great variety.
18. A broader understanding of the history of food preservation and how we utilize ancient methods in today's cold kitchen applications.

Contents Outline: (must be in outline format)

- I. THE ART OF GARDE MANGER
 1. Food presentation
 2. Extreme sanitation in a cold food kitchen - essential for success in garde manger
 3. Garde manger area planning
 4. Understanding aspic-gelee, chand-froid, terrines, galantines, pâtes
 5. Notebook, photographs
- II. BUTTER AND TALLON SCULPTURING
 6. Tools and equipment
 7. Pre-planning
 8. Holding and storing
 9. Presentation
- III. CHEESE
 10. Tasting
 11. Cooking with it
 12. Evaluating the quality and variety of cheese
 13. Displaying for a buffet setting.

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation	50%
Exams	30%
Notebook	20%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007 and Garde Manger. The Art and Craft of the Cold Kitchen. 2nd Edition. John Wiley and Son.

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

- | | |
|------|---|
| I. | INTERNATIONAL CUISINE |
| A. | French regional cooking |
| B. | Italian foods |
| C. | Scandinavian cuisine including Norway, Sweden & Finland |
| D. | Ingredients, products, herbs, recipes, cultural background |
| II. | AMERICAN REGIONAL CUISINE |
| A. | New England cooking |
| B. | Cajun and Creole styles of cooking |
| C. | New Mexican cooking |
| D. | Floribeane cuisine |
| E. | Ingredients, products, herbs, recipes, cultural background |
| III. | NOTEBOOK |
| A. | Professional notebook |
| 1. | Creating and maintaining terminology, lecture notes and recipes |

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

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Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Lab participation	50%
Professionalism	10%
Exams	30%
Notebook	10%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes Tuesday February 13.

International Paper Presentations Friday March 16

Clean Up and Final Written Exam Thursday March 22.....End of Winter Term

Reading Assignments: Assigned from text.

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COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC degree graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

CRT 2010 REGIONAL CUISINE

Year and Term: Winter Term 2007

Instructor: Chef Roberts
Chef DoVale

Course Credits: 2

Office Location: OCCI

Meeting Time/Days: 8:00a.m.-1:00p.m.
Monday -Friday

Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Office Phone: Chef Roberts 888-1545;

Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description:

This course will focus on various International and American regional cuisines. Students will develop a working understanding of the local products, traditional ethnic recipes, and kitchen tools indigenous to various regional cuisines. The course will include the cuisines from national and international regions including New England, Louisiana, New Mexico, Florida, France, Italy, and Scandinavia.

The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content. The objectives concerning sanitation and safety also satisfy the Community/Global Consciousness & Responsibility

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (Upon completion of the course the learner will...)

- | |
|---|
| <ul style="list-style-type: none"> a) Become familiar with International and American Regional Cuisine. b) Understand the evolution of various ethnic cuisine traditions. c) Become familiar with basic sanitary techniques essential to the professional kitchen. d) Comprehend the difference between herbs and spices used in various regional cuisines. |
|---|

Skills: (Upon completion of the course the learner will be able to...)

- | |
|---|
| <ul style="list-style-type: none"> a) Name the importance of local ingredients and traditional ethnic recipes from different regional cuisines. b) Use kitchen tools indigenous to regional cuisines. c) Prepare regional foods from France, Italy, and Scandinavia. d) Prepare American regional foods from New England, Louisiana (Cajun & Creole), New Mexico, and Floribean cuisine. e) Create and maintain a professional notebook (lecture notes and recipes). |
|---|

Attitudes and Values: (Upon completion of the course the learner will have...)

- | |
|--|
| <ul style="list-style-type: none"> a) An appreciation of regional native products, herbs, and foods. b) Confidence in their ability to prepare authentic regional cooking. c) A sensitivity to the history, culture, and traditional background of ethnic cuisines. d) An appreciation for the value of team work in the operation of a professional kitchen. e) An appreciation for the value of professionalism in a kitchen environment. |
|--|

- I. INTERNATIONAL CUISINE
 - A. French regional cooking
 - B. Italian foods
 - C. Scandinavian cuisine including Norway, Sweden & Finland
 - D. Ingredients, products, herbs, recipes, cultural background
- II. AMERICAN REGIONAL CUISINE
 - A. New England cooking
 - B. Cajun and Creole styles of cooking
 - C. New Mexican cooking
 - D. Floribean cuisine
 - E. Ingredients, products, herbs, recipes, cultural background
- III. NOTEBOOK
 - A. Professional notebook
 - 1. Creating and maintaining terminology, lecture notes and recipes

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Lab participation	50%
Professionalism	10%
Exams	30%
Notebook	10%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007
 Library Reserve Materials: See attached Library Research Guide For Culinary Arts
 Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

- Begin classes Tuesday February 13.
- International Paper Presentations Friday March 16
- Clean Up and Final Written Exam Thursday March 22.....End of Winter Term
- Reading Assignments: Assigned from text.

**CRT 2011
INTERNATIONAL CUISINE**

Year and Term: Winter Term 2007

Course Credits: 3

Meeting Time/Days: 8:00a.m.-1:00p.m.
Monday -Friday

Location: OCCI

Instructor: Chef Roberts
Chef DoVale

Office Location: OCCI

Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Office Phone: Chef Roberts 888-1545;

Chef DoVale 888-1544

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: *This course will focus on various International cuisines including Oriental, Italian, Mexican, British and other European countries. Cultural and historical perspectives will be covered, as well as ingredients and methods specific to each cuisine. Students will prepare and present classic dishes from each cuisine.*

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content. The objectives concerning sanitation and safety also satisfy the Community/Global Consciousness & Responsibility

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (The student will...)

- a) Understand the various regions within several countries which have their own specific cuisines.
- b) Know the difference in ingredients and cooking methods specific to various local, regional, and ethnic International cuisines.

Skills: (Upon completion of the course the learner will be able to...)

- a) Describe each cooking methods used in a variety of International cuisines - Japanese, Chinese, Thai, Italian, Mexican, British, and other European cuisines.
- b) Identify a variety of International food ingredients.
- c) Prepare and present dishes specific to a variety of International cuisines.
- d) Maintain a professional notebook (lecture notes and recipes).

Attitudes and Values: (Upon completion of the course the learner will have...)

- a) Confidence in their ability to prepare International meals.
- b) An appreciation for native products, herbs, and food specific to various local, regional, and ethnic International foods.
- c) An appreciation for the value of professionalism in a kitchen environment.

- I. INTERNATIONAL COOKING
 - A. Local, regional and ethnic variations of International cuisines
 - B. Cultural and historical perspectives
- II. ITALIAN, MEXICAN, BRITISH AND OTHER EUROPEAN CUISINES
 - A. History of classical preparations
 - B. Regional preparations
 - C. Food products, herbs, basic ingredients
 - D. Food preparation methods and presentation
 - E. Terminology
- III. ASIAN CUISINES
 - A. History of oriental cuisine
 - B. Preparation of Chinese regional cooking
 - C. Japanese cooking
 - D. Thai cooking
 - E. Food products, herbs, basic ingredients
 - F. Food preparation methods and presentation
 - G. Terminology

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Lab participation	50%
Professionalism	10%
Exams	30%
Notebook	10%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes Tuesday February 13.

International Paper Presentations Friday March 16

Clean Up and Final Written Exam Thursday March 22.....End of Winter Term

Reading Assignments: Assigned from text.

CRT 2012
A La Carte Cooking I

Year and Term: Spring Term 2007

Course Credits: 4

Meeting Time/Days: 8:00a.m.-1:10p.m.
Monday -Friday

Location: OCCI

Instructor: Chef Roberts
Chef DoVale

Office Location: OCCI

Office Hours: 7:30-8:00a.m./1:10-1:40p.m.

Office Phone: Chef Roberts 888-1545;
Chef DoVale 888-1544

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description

This course will focus on the necessary skills to mise en place--to work at each station of a professional kitchen with emphasis on the sauce station (stocks, thickening agents, reduction, liaison, purees, mother sauces, and butters). The students will gain competence in A la minute methods for preparing entrees and side dishes. Plate presentation approaches in the classical and contemporary styles will be included. Material covering the dining room functions will also be introduced.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content.

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (Upon completion of the course the learner will ...)
--

- | |
|---|
| <ul style="list-style-type: none">a) Become familiar with 'mise en place' - each station in a professional kitchen.b) Understand the equipment used at each station such as the grill salamander and deep fat fryer.c) Comprehend the timing involved in 'A La Carte' cooking.d) Understand heat control at a saute station.e) Gain an understanding of various approaches to attractive food presentation.f) Demonstrate table setting and service.g) Become familiar with American, English, French and Russian Service. <p>Understand the differences between catered, a la carte, buffet and banquet functions.</p> |
|---|

Skills: (Upon completion of the course the learner will be able to...)

- | |
|--|
| <ul style="list-style-type: none">a) Use a grill broiler and salamander.b) Deep fry foods.c) Identify the differences between sauteed and pan fried foods.d) Recognize a variety of fresh herbs and their uses.e) Use kitchen terminology in a professional atmosphere.f) Present "A La Minute" entrees in an attractive arrangement with proper balance of color, shape and texture.g) Create and maintain a professional notebook (lecture notes and recipes). <p>Set a proper table service and understand the purpose behind them.</p> |
|--|

Attitudes and Values: (Upon completion of the course the learner will have...)

- a) An appreciation for the importance of serving food with proper balance of color, shape and texture.
 - b) Confidence in their ability to work at each kitchen station.
- An appreciation for the value of team work and professionalism in a kitchen environment.

18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
21. Contents Outline: (must be in outline format) NOTE: Use Mouse to go to the next Section				

I. MISE EN PLACE 'EVERYTHING READY'

- A. Planning and organizing for pre-preparation
- B. Preparation for set meal service and extended meal service
- C. Cleaning and cutting the raw materials
- D. Preliminary cooking and flavoring
- E. Portion control

II. COOKING STATIONS

- A. Saute' broiler and fryer stations
- B. Preparation for frying
- C. Sauce station (stocks, reductions, thickening agents, mother sauces, liason, purees, compound butters)

III. FOOD PRESENTATION

- A. Plating appetizers and entrees
- B. Selecting appropriate side dishes
- C. Saucing plates and platters

FRESH HERBS AND SPICES

- A. The art of seasoning and flavoring
- B. When to season and flavor
- C. Recognition of fresh herbs
- D. Using fresh herbs and spices

Homework Assignments: Homework assignments will be kept to a minimum, and will be expected to be turned in on time. See late work below.

Attendance/participation: as per the student handbook. Know, however, the quality of your participation is taken into grading consideration.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Participation	50%
Exams	30%
Notebook	20%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Begin classes	Monday April 2
Midterm Exam	May 11
Clean up and Final Written Exam	June 14

Reading Assignments: Assigned weekly from text.

Policies and Procedures:

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

***ACADEMIC PLAGIARISM AND CHEATING**
(To be attached to course syllabus)

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

***DISCRIMINATION/HARASSMENT POLICY**

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

***REFUND POLICY**

Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of

the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

For classes that are one week or less in duration, a 100% refund will be given if the formal withdrawal is completed by the end of the day before the class is scheduled to meet the first time. Students who feel that their circumstances are extraordinary and warrant exception from this policy may appeal to the Student First Stop in Dellwood Hall by completing a Request for Refund and Exception to Policy form.

The tuition refund process begins the second week of the term in which the student is currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order, VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC degree graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

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Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations



Students Name

Has Begun an Externship at

Externship site

Supervising Chef _____ **Phone** _____

Student Signature _____ **Date** _____



7/10/2006

Chef Cord Anbleu
Beachhouse Restaurant
21146 Oceanside Blvd
Oceanside, CA 92505

Dear Chef Anbleu:

Thank you for your interest in our culinary program. In fact, The Oregon Coast Culinary Institute (OCCI) at Southwestern Oregon Community College has a successful externship program that has aided culinary institutions in finding the future talent that they need while giving students valuable experience in their chosen field. Students completing the twelve credit externship program have a few requisites that they must meet.

Students are required to develop a portfolio of two menu preparations from the following categories: appetizers, salads and soups, and entrées. Each preparation in the portfolio must include a description and title, a photo, a recipe of ingredients, preparation instructions, and the cost. Students will be responsible for documenting hours worked. At the conclusion of the externship, the student will complete an evaluation of the work site. The evaluation will address the skills the student obtained, the training they received, and how the externship enhanced the career goals of the student.

The responsibilities of the supervising chef at the work site, as well as general supervision and training, are to sign a confirmation notice for the student at the beginning of the term, to verify the hours worked, and to complete an evaluation of the student at the end of the externship.

OCCI has provided its students with an array of knowledge and culinary training. In addition to classroom expertise, we have been able to give our students "real life" experience with the help of various chefs and restaurants. We hope that you will consider taking advantage of the opportunity to train a future chef. For more information please contact me by telephone at 541-888-1515 or via Email at tbenett@socc.edu.

Sincerely,

Thomas W. Bennett
Externship Coordinator

THE INSTITUTE
CULINARY
ARTS

1200 University Avenue, Suite 100, San Francisco, CA 94133

Page 2

Chief, Academic
Institutional Services
21140 (University Blvd)
(San Francisco, CA 94133)

Dear Chief / Academic

Thank you for your interest in our culinary program. In fact, the College of Arts & Sciences
has a number of excellent programs that we would like to share with you. We are currently
looking for students in the field of Culinary Arts. They need to be young adults
with a minimum of a high school diploma or GED. We are currently looking for students
who are interested in a few years of study that they may need.

Students are required to complete a minimum of 120 credit hours. The program
includes general education, social and natural sciences, and business. Each program in the
College of Arts & Sciences has a number of excellent programs that we would like to
share with you. We are currently looking for students in the field of Culinary Arts.
At the conclusion of the program, students will be responsible for documenting hours worked.
The student will receive an evaluation of the work done. The student will receive
the skills the student obtained and training they received. We will be expanding the
program to include other areas.

The responsibilities of the supervising chef at the work site, as well as general supervision and
training, are to give a continuous course for the student at the beginning of the program.
The hours worked, and to complete an evaluation of the student at the end of the program.

Our staff consists of chefs and assistants who are currently working in the industry. In addition,
classroom experience will be provided to give our students "real life" experience with the job.
We are currently looking for students who are interested in a few years of study that they may need.
We are currently looking for students who are interested in a few years of study that they may need.
We are currently looking for students who are interested in a few years of study that they may need.

Sincerely,

Director of Academic
Institutional Services



7/10/2006

Chef Cord Anbleu
Beachhouse Restaurant
21146 Oceanside Blvd
Oceanside, CA 92505

Dear Chef Anbleu:

Thank you for seizing the opportunity to help develop an excellent future chef! We appreciate the valuable learning experience and training that your culinary institution will be providing to our student, (name), and we are confident that you will be pleased with the knowledge that (he/she) has to offer you in return.

During the course of this externship the student has agreed to complete the following requirements:

- Return a confirmation notice to Oregon Coast Culinary Institute (OCCI) the first week of the externship.
- Develop a portfolio of two preparations each from the categories of appetizers, soups and salads, and entrées. Each preparation must include a description and title, a photo, a recipe, preparation instructions, and the cost.
- Maintain contact once a month with the teaching chef at OCCI.
- Document hours worked.
- Complete an externship essay/report for future use at OCCI.
- Turn in all materials following completion of the externship.

The responsibilities of the supervising chef are several. In addition to general supervision and training, the supervisor will be required to sign an externship confirmation notice, verify the hours worked, and conduct an evaluation of the student as the externship concludes.

We recognize the effort and commitment the externship requires to complete culinary training and we are grateful for your participation. If there are any questions or concerns please do not hesitate to contact me by telephone at 541-888-1515 or via Email at tbennett@socc.edu.

Sincerely,

Thomas W. Bennett
Externship Coordinator

CULINARY INSTITUTE

1015 Academy Avenue, Long Beach, CA 90804

ATTENTION:

Chef Cord Addison
Executive Director
1111A Creechside Blvd
Long Beach, CA 90804

Dear Mr. Addison:

I find you offering the opportunity to help develop an excellent future chef. We at the Culinary Institute of America are pleased to have a student who has demonstrated the ability to excel in the kitchen. We are confident that you will be pleased with the knowledge that this student has to offer your kitchen.

Through the course of the externship the student has agreed to complete the following assignments:

- * Return a confirmation card to the Culinary Institute (CCI) in the first week of the externship.
- * Develop a portfolio of two preparation cards from the kitchen of your employer. Each card should include a list of ingredients, portion sizes, and the name of the preparator. The cards should be typed, prepared in duplicate, and the original submitted to the CCI in the first week of the externship.
- * Complete an externship report for your employer.
- * Submit all materials following completion of the externship.

Further information regarding the externship program can be obtained by contacting the Culinary Institute of America at 1015 Academy Avenue, Long Beach, CA 90804. We are pleased to have a student who has demonstrated the ability to excel in the kitchen. We are confident that you will be pleased with the knowledge that this student has to offer your kitchen.

We recognize the effort and commitment of the externship preparator in completing this assignment. We are pleased to have a student who has demonstrated the ability to excel in the kitchen. We are confident that you will be pleased with the knowledge that this student has to offer your kitchen.

Sincerely,

Cord Addison
Executive Director



Statement of Confidentiality

Contact between the student and the employer is highly privileged and confidential. Therefore, it is your responsibility to hold in confidence any information regarding the business and clients. This means that no proprietary information can be given out concerning the restaurant or clients to anyone outside the business where you are working as a student.

Because confidentiality rules involve not only decency and common courtesy, but legal liability as well, a student who does not meet the confidentiality expectations of the employer may lose the externship opportunity. If a student loses the externship position due to violation of confidentiality, no credit will be issued for that term of externship. This could affect your ability to graduate from the Culinary Program.

I have read and understand the rules of confidentiality and agree to this policy.

Student Name (Print)

Date

Student Signature

Coordinator Signature

Statement of Confidentiality

Confidentiality is a key element of the relationship between the employer and the employee. It is a responsibility to hold in confidence any information that the employee provides to the employer. This means that no information can be given out to anyone outside the company without the employee's consent.

The employee understands that the employer has a right to know about the employee's performance and conduct. However, the employer must also respect the employee's right to privacy. The employee agrees to provide accurate and truthful information to the employer. The employee also agrees to keep confidential any information that the employer provides to the employee.

I have read and understand the terms of confidentiality and agree to this policy.

Employee Signature

Employer Signature



EXTERNSHIP AGREEMENT

STUDENT: _____ PLACEMENT SITE: _____

PHONE: _____ E-MAIL: _____

1. Student will register for the required twelve credits of externship.
2. The Confirmation Notice will be returned to OCCCI the first day of externship.
3. During the externship, the student will develop a portfolio of successful preparations. This will include **two items from each section of the menu:**
 - Appetizers
 - Salads/Soups
 - Entrée

The following requirements will be included for each preparation in the portfolio:

- Description/Title
 - Photo
 - Recipe/ingredients
 - Preparation
 - Costing
4. A minimum of **three contacts, once a month**, by phone or e-mail, between the externship student and the appropriate teaching Chef at OCCCI, are expected during the term.
 5. Student will be responsible for documenting all hours worked, verified by the Supervising Chef or by the facility (official time slips are acceptable).
 6. At the conclusion of externship, the Supervising Chef will complete an **"Employee Evaluation"** and discuss with the student.
 7. Complete an **essay report** for future use at OCCCI.
 8. All materials, including the portfolio, time sheets and evaluations, must be returned to OCCCI by the end of the first week following completion of the externship.
 9. Complete 396 hours of externship *work exp. at the work site.*

I have read, discussed and understand these externship expectations.

Signed _____ Date _____

ORIGINATION
COUNTRY
INSTITUTE

EXPERIMENTAL DESIGN

STATEMENT OF WORK

1. Student will register for the required twelve credits of extension
2. The student will be required to complete the following:
 - * Research
 - * Writing
 - * Review
3. During the extension of the student will be required to complete the following:
 - * Research
 - * Writing
 - * Review
4. The student will be required to complete the following:
 - * Research
 - * Writing
 - * Review
5. Student will be responsible for documenting all work performed during the extension
6. At the conclusion of extension the student will be required to complete the following:
 - * Research
 - * Writing
 - * Review
7. Completion of every report for course work at OCU
8. The student will be required to complete the following:
 - * Research
 - * Writing
 - * Review
9. Completion of every report for course work at OCU

WORKSITE EVALUATION . . . to be completed after 360 hours of employment

Student name _____ Supervisor Signature _____
 Student Signature _____ Supervisor Title _____
 Date of Evaluation _____ Name of Training Site _____



Instructions for Completion: Please complete this evaluation of the extern after 360 hours of training. In order to be graded and conferred by the Culinary Institute, this evaluation must be reviewed with, and signed by, the extern. It should be returned to the extern for submission to the Culinary Institute.

Technical Skill Evaluation

Criteria	Exc. 4	Good 3	Fair 2	Poor 1	NA	Additional Comments
General Competencies:						
Demonstrate use/care for tools and equipment which includes proper breakdown, cleaning and safety						
Practice proper methods of sanitation						
Demonstrate ability to perform multiple tasks at a time						
Demonstrate use of standardized recipes						
Demonstrate knife skills						
Demonstrate proper finishing and presentation techniques						
Demonstrate ability to complete tasks in a timely manner						
Hot Food Preparation:						
Demonstrate the following cooking techniques used for meats, poultry, fish, vegetables and farinaceous products:						
Roasting/Baking						
Broiling						
Sautéing						
Pan frying						
Deep frying						
Boiling						
Steaming						
Poaching						
Braising						
Stewing						
Plating and/or presenting Preparation of stocks and soups						
Preparation of the mother sauces and derivatives						
Other:						

Criteria	Exc. 4	Good 3	Fair 2	Poor 1	NA	Additional Comments
<i>Meat, Fish and Poultry Fabrication:</i>						
Demonstrate ability to fabricate meat, fish, and poultry						
Demonstrate proper handling/storage of meat, poultry, fish						
<i>Garde Manger:</i>						
Demonstrate preparation of the following:						
Appetizers						
Hors d' oeuvres						
Salads and dressing						
Sandwiches						
Other:						
<i>Baking and Pastries:</i>						
Demonstrate preparation/baking of cakes and tortes						
Demonstrate preparation/baking of pastries						
Demonstrate preparation of frozen desserts						
Demonstrate preparation of advanced pastry work (including chocolate, sugar, and marzipan)						
Other:						

Workforce Evaluation

Criteria	Exc. 4	Good 3	Fair 2	Poor 1	NA	Additional Comments
Prompt and punctual						
Exhibits a professional appearance						
Displays appropriate conduct and courtesy						
Takes initiative and is a self-started						
Displays professional attitude						
Performs all tasks assigned to the best of his/her ability and with thoroughness						
Works well with others						
Accepts constructive criticism						
Shows growth in his/her technical skills						
Additional Comments:						



EXTERNSHIP ESSAY/REPORT

Student's Name: _____ Date: _____

Externship Site: _____

Chef/Supervisor's Name: _____

Dates of Externship: Start: _____ Finish: _____

Please summarize the training you received during your externship.

What did you learn from externship that will *benefit* your career goals?

What did you encounter in externship that you would have liked to have learned or practiced more while at *OCCI*?

What were your strengths in skills and knowledge during the externship? Were those skills recognized and were you assigned tasks to take advantage of them?

What were your weaker areas in skills and knowledge during the externship and how did you address or overcome them?

Please evaluate this externship site. Positive aspects? Improvement opportunities? Would you recommend this site to other culinary students?

Student's Signature: _____

Student's Address: _____

E-Mail: _____

Phone: _____

Lab/Kitchen Evaluations

Student Name _____

Date _____

DEMONSTRATE HAND TOOL AND EQUIPMENT EMPHASIZING PROPER SAFETY TECHNIQUES:

Kitchen Aide

Food Mill

Mandolin

Meat slicer

Blender

Food processor

DEMONSTRATE HOW TO READ AND FOLLOW A STANDARD RECIPE:

Prepare a meal using a recipe from the Professional Cooking Book

Outline the procedure for writing a standard recipe

Prepare written requisitions for recipe

DEMONSTRATE SAFE PRACTICES USING STOVES, OVENS, ETC.:

Lighting stoves and ovens

Preparing a deep fryer for use

Emptying a deep fryer

Using a grill

Using a salamander

DEMONSTRATE COOKING METHODS:

Roasting and baking

Braising and stewing

Sautéing

Poaching

Grilling and broiling

Frying

WEIGHTS AND MEASURES:

Scales, pound and ounce

Liquid containers for measuring

Ladles

Scoops

IDENTIFY HERBS, SPICES:

Use a variety of herbs

Use a variety of spices

Prepare a marinade

Prepare a dry rub

Recognize different vinegars

Prepare a relish or condiment

SOUPS, STOCKS AND SAUCES:

Prepare chicken stock

Prepare beef or veal stock

Prepare a thick soup

Prepare:

Hollandaise

Veloute

Espagnole

Tomato sauce

Béchamel

IDENTIFY HOT AND COLD SANDWICHES:

Prepare a cold sandwich

Prepare a hot sandwich

Prepare mayonnaise

BREAKFAST:

Prepare a variety of egg dishes

COMPETENCIES

Julienne

Batonnet

Brunoise

Medium Dice

Tourne

Southwestern requires general education coursework for the completion of the AAS degree. OCCI students are required to successfully complete the following courses:

ART117 – Basic Design

CS120 – Concepts of Computing

HE250 – Personal Health

MTH70 – Elementary Algebra

SP218 – Interpersonal Communications

WR121 – English Composition

The following pages are the course outlines for each course.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
 COURSE INFORMATION UPDATE
 for NEW and REVISED CREDIT COURSE OUTLINES
 (Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ OI _____

_____ 10/12/01 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	ART117			
2. Course Title:	Basic Design			
3. Course Sub-Title:	(Optional)			
4. Program Type: (CHOOSE ONE ONLY)	LDC	<input checked="" type="checkbox"/>	OccPrep	<input type="checkbox"/>
	OccSupp	<input type="checkbox"/>	Post Sec Remedial/ Developmental Educ	<input type="checkbox"/>
	ABE/GED/ESL	<input type="checkbox"/>	Other Adult	<input type="checkbox"/>
	Non-Reimbursable	<input type="checkbox"/>		
5. This Outline is:	New		<input type="checkbox"/>	Revised
			<input checked="" type="checkbox"/>	
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Cont'd Ed Units (CEU)	<input type="checkbox"/>
			Prof. Development Units (PDU)	<input type="checkbox"/>
7. Number of Credits: (See hours/credit formula below)	3	Approved for CEUs: (List Approving Agency)		
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)				
Once <input checked="" type="checkbox"/> Twice <input type="checkbox"/> 3 Times <input type="checkbox"/> Other (Specify) _____ Unlimited <input type="checkbox"/>				
9. Course Hours (Instructor workload/pay will be based on the information below):				

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE	3	33
LAB		
LECTURE/LAB		
TBA LAB HOURS	3	33
INDEPENDENT STUDY		
TOTAL	6	66-72

Department of Education's formula
 (Full Term Course)
 1 credit = 11 Lecture hours per term
 1 credit = 22 Lecture/Lab hours per term
 1 credit = 33 Lab hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

Focus on three-dimensional concepts, including mass, spaces, and texture. Investigation of unity, variety, and balance and the physical and psychological effects of those concepts. Greater experimentation and creativity is expected. Employs exercises developed to motivate individual creativity in a variety of media.

11. Grading:	<input type="checkbox"/> S,U,I	<input type="checkbox"/> A,B,C,D,E,I	<input checked="" type="checkbox"/> Either	<input type="checkbox"/> Non-Graded	<input type="checkbox"/>
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Minimum Grading Criterion:	Recommended Weight or % of Grade
Class participation	10%
Projects	50%
Perseverance	10%
Presentation	10%
Aesthetic awareness	20%

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.)
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course(s) and Min. Grade:	ART116 WITH A GRADE OF "C" OR BETTER.			
Placement Test Score:				
Other:	OR INSTRUCTORS CONSENT.			
Is Instructor Consent Required to Register?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

13. Required Concurrent Courses:
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course No(s):	NONE
Lab(s):	

14. Does this course require a separate lab?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Course No:	Graded Separately?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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15. Is this course part of a sequence?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Must the sequence be taken in order?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
--------------------------------------	-----	-------------------------------------	----	--------------------------

What are the course sequence numbers?	ART115, ART116 & ART117
---------------------------------------	-------------------------

16. Is this course double numbered?	Yes	<input type="checkbox"/>	Crs#		No	<input checked="" type="checkbox"/>
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17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)				
Knowledge:		(The student will...)		
a) Use design principles to assess the visual world. b) Use the principles to honestly assess personal creative efforts.				
Skills:		(The student will be able to...)		
a) Increase the capacity to visually and verbally communicate concepts of design. b) An ever increasing capacity for visual observation. c) Use the visual world as a stimulus for personal creativity. d) Use other students comments and critique to benefit the aesthetic value of one's own creative work.				
Attitudes and Values:		(The student will have...)		
a) Willingness to share personal creative work. b) Share self assessment of work. c) Accept peer assessment of creative work as a way to see one's own work.				
18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
19. Recommended Enrollment:	Lecture	20	Lab	20
20. Does this course require special fees?			Yes	<input type="checkbox"/>
			No	<input type="checkbox"/>
If yes, what is the fee?		Fee covers:		
21. Contents Outline: (must be in outline format) <i>NOTE: Form will automatically number outline items when you <ENTER> to go to the next item. To add a subsection item, use <SHIFT><ENTER> to go to that item and manually type in the subsection number using capital letters.</i>				
I. INTRODUCTION TO THE TERM'S WORK AND REQUIREMENTS				
A. Objectives and aims				
B. Dual course requirements				
1. Sketchbook and exercises				
2. Design projects				
II. ELEMENTS OF DESIGN, EXERCISE, AND PROJECTS				
A. Southwestern Logo				
1. Advertising images				
2. Commercial design				
B. Action painting				
1. Line				
2. Forms of expression				
C. Found sculpture				
1. Art of the third dimension				
D. Commercial graphics design				
1. Package design for child's toy				
2. Advertising design historically and in use today				
E. Illustration for reproduction				
1. Design and illustrate a short children's book on a cyclical theme				

2. Contemporary book designs and illustrational techniques

22. Recommended Text(s): Complete citation(s). *(This information is required.)*

Per current Course Syllabus.

23. Required Materials/Supplies/Tools:

NONE

24. References & Resources used to develop this course (Print and Non-Print):

NONE

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By:	Carol Vernon	Date	
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27. Outline Revised By:	James Fritz & Sarah Recken	Date	9/11/01
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Is there anything you would like to add that has not been addressed on this form? Please do so here:

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

AAOT General Education

Distribution Requirement

Sequence

Should this course description be included in the college catalog? Yes No

Has this course been approved for an R grade? Yes No

What is the effective date of this course? (If new) Term: FA Year: 00

Division Director: Please submit completed **"Library Resources for Course Support"** forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes No

Reimbursement Code:

SOUTHWESTERN OREGON COMMUNITY COLLEGE
 COURSE INFORMATION UPDATE
 for NEW and REVISED CREDIT COURSE OUTLINES
 (Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ IC _____

_____ 12/14/06 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	CS120							
2. Course Title:	Concepts of Computing							
3. Course Sub-Title:								
Program Type: (CHOOSE ONE ONLY)	LDC	<input checked="" type="checkbox"/>	OccPrep	<input type="checkbox"/>	OccSupp	<input type="checkbox"/>	Post Sec Remedial/ Developmental Educ	<input type="checkbox"/>
	ABE/GED/ESL	<input type="checkbox"/>	Other Adult	<input type="checkbox"/>	Non-Reimbursable	<input type="checkbox"/>		
5. This Outline is:	New			<input type="checkbox"/>	Revised		<input checked="" type="checkbox"/>	
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Cont'd Ed Units (CEU)	<input type="checkbox"/>	Prof Development Units (PDU)			<input type="checkbox"/>
7. Number of Credits: (See hours/credit formula below)			Approved for CEUs: (List Approving Agency)					
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)								
Once <input checked="" type="checkbox"/> Twice <input type="checkbox"/> 3 Times <input type="checkbox"/> Other (Specify) _____ Unlimited <input type="checkbox"/>								
9. Course Hours (Instructor workload/pay will be based on the information below):								

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE		44
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL		44

Department of Education's formula
 (Full Term Course)
 1 credit = 11 to 12 *Lecture* hours per term
 1 credit = 22 to 24 *Lecture/Lab* hours per term
 1 credit = 33 to 36 *Lab* hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

CS120 provides information on computer basics, including hardware and software components, networking, applications and operating systems software, and social issues related to computing, technology, and the Internet.
 CS120 also provides instruction on common software applications including spreadsheet, database, and presentations.

11. Grading: S,U,I A,B,C,D,F,I Either Non-Graded

Minimum Grading Criterion:	Recommended Weight or % of Grade
Spreadsheet Software	25%
Database Software	25%
Presentation Software	5%
Computer Concepts and Terminology	25%
Networking and Societal Issues	20%

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.)
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course(s) and Min. Grade:	
Placement Test Score:	
Other:	The prerequisite for Southwestern CIS*120 is completion of CS*101 with a grade of "C" or higher. You may be asked to withdraw from this course if you have not met the prerequisite.
Is Instructor Consent Required to Register?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

13. Required Concurrent Courses:
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course No(s):	
Lab(s):	

14. Does this course require a separate lab? Yes No

Course No		Graded Separately? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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15. Is this course part of a sequence? Yes No

Must the sequence be taken in order? Yes <input type="checkbox"/> No <input type="checkbox"/>
What are the course sequence numbers?

16. Is this course double numbered? Yes Crs# No

17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Outcomes – The student will be able to ...

(Module A)

1. Identify types of computers, how they process information and how individual computers interact with other computing systems and devices
2. Identify the function of computer hardware components
3. Identify the factors that go into an individual or organizational decision on how to purchase computer equipment
4. Identify how to maintain computer equipment and solve common problems relating to computer hardware
5. Identify how software and hardware work together to perform computing tasks and how software is developed and upgraded
6. Identify different types of software, general concepts relating to software categories, and the tasks to which each type of software is most suited or not suited
7. Identify what an operating system is and how it works, and solve common problems related to operating systems
8. Identify how to change system settings, install and remove software

(Module B)

9. Be able to modify worksheet data, structure, format and sort data, manipulate data using formulas and functions and add and modify charts in a spreadsheet.

(Module C)

10. Be able to create basic tables, enter and edit records, and create forms, simple queries and labels for a database

(Module D)

11. Be able to create and format simple presentations
12. Identify network fundamentals and the benefits and risks of network computing
13. Identify the relationship between computer networks, other communications networks (like the telephone network) and the Internet
14. Be able to search the Internet for information
15. Identify how computers are used in different areas of work, school and home
16. Identify the risks of using computer hardware and software
17. Identify how to use computers and the Internet safely, legally, ethically and responsibly

(General)

1. Have an appreciation for the value and need for life-long learning and have the confidence in their ability to become a self-directed learner.
2. Demonstrate appropriate knowledge and behaviors of legal and ethical responsibilities and of positive cyber-citizenship.

18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>	
19. Maximum Enrollment:	Lecture		Lab		
20. Does this course require special fees?	Yes		<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, what is the fee?		Fee covers:			

21. Contents Outline: (must be in outline format)

NOTE: Form will automatically number outline items when you <ENTER> to go to the next item. To add a subsection item, use <SHIFT><ENTER> to go to that item and manually type in the subsection number using capital letters.

Module A

1) Identify types of computers

- a) Categorize types of computers based on their size, power and purpose
- b) Identify types of microcomputers
- c) Identify other types of computing devices
- d) Identify the role of the central processing unit
- e) Identify how the speed of the microprocessor is measured
- f) Identify the role of types of memory and storage and the purpose of each, including RAM, ROM and CD ROMs
- g) Identify concepts related to how memory is measured, including bits, bytes and megabytes
Identify the flow of information between storage devices (such as floppy or hard disks) to the microprocessor and RAM in relation to everyday computer operations
- h) Identify the differences between large systems and desktop computers and appropriate uses for large vs. small systems
- i) Identify that computers integrate into larger systems in a variety of ways
- j) Identify how computers share data, files, hardware and software

2) Computer hardware components

- a) Identify the types and purposes of external computer components, including standard input and output devices
- b) Identify the types and purposes of internal computer components
- c) Identify the types and purposes of specialized input devices (e.g. digital cameras and touch screens)
- d) Identify the types and purposes of specialized output devices (e.g. projectors)
- e) Identify the types and purposes of storage media (e.g. DVDs and network drives)
- f) Identify ports used to connect input and output devices to a computer (e.g. USB ports and Ethernet ports)
- g) Identify how hardware devices are installed on a computer system

3) Purchasing considerations for purchasing computer equipment

- a) Identify criteria for selecting a personal computer
- b) Identify factors that affect computer performance
- c) Identify hardware and software considerations when purchasing a computer
- d) Identify other factors that go into decisions to purchase a computer including warranties and support agreements

4) Computer hardware maintenance

- a) Identify how to protect computer hardware from theft or damage
- b) Identify factors that can cause damage to computer hardware or media (e.g. heat and humidity)
- c) Identify how to protect computer hardware from fluctuations in the power supply, power outages and other electrical issues
- d) Identify common problems associated with computer hardware such as inoperable hardware devices
- e) Identify common problems that can occur if hardware is not maintained properly
- f) Identify maintenance that can be performed routinely by users such as cleaning and defragmenting hard drives
- g) Identify maintenance that should ONLY be performed by experienced professionals Identify the steps required to solve computer-related problems

5) Software and hardware interaction

- a) Identify how hardware and software interact
- b) Identify simple terms and concepts related to the software development process
- c) Identify issues relating to software upgrades such as pros and cons and methods to upgrade

6) Computer Software

- a) Identify fundamental concepts relating to word processing and common uses for word-processing applications
- b) Identify fundamental concepts relating to spreadsheets and common uses for spreadsheet applications
- c) Identify fundamental concepts relating to presentation software and common uses for presentation applications
- d) Identify fundamental concepts relating to databases and common uses for database

- applications
- e) Identify fundamental concepts relating to graphic and multimedia programs and common uses for graphic or multimedia software
- f) Identify the types and purposes of different utility programs
- g) Identify other types of software
- h) Identify how to select the appropriate application(s) for a particular purpose, and problems that can arise if the wrong software product is used for a particular purpose

7) Operating System Software

- a) Identify the purpose of an operating system and the difference between operating system and application software
- b) Identify different operating systems including DOS, Windows and Macintosh
- c) Identify the difference between interacting with character-based and graphical operating systems
- d) Identify the capabilities and limitations imposed by the operating system
- e) Identify and solve common problems related to operating systems

8) System settings

- a) Display control panels
- b) Identify different control panel settings
- c) Change simple control panel settings such as date and time settings
- d) Display and update a list of installed printers
- e) Identify precautions regarding changing system settings
- f) Install software including installing updates from online sources
- g) Identify common problems associated with installing and running applications

Module B

9) Spreadsheet application basics

- a) Identify how a table of data is organized in a spreadsheet
- b) Select information with the keyboard and mouse including selecting rows, columns and worksheets
- c) Insert and modify data
- d) Modify table structure
- e) Identify and change number formats, including currency, date and time and percentage formats
- f) Apply borders and shading to cells
- g) Specify cell alignment (e.g. wrapping text within a cell)
- h) Apply table AutoFormats

10) Spreadsheet database manipulation

- a) Sort worksheet data
- b) Demonstrate an understanding of absolute vs. relative cell addresses
- c) Insert arithmetic formulas into worksheet cells
- d) Demonstrate how to use common worksheet functions (e.g. SUM, AVERAGE and COUNT)
- e) Insert formulas that include worksheet functions into cells
- f) Modify formulas and functions
- g) Use AutoSum
- h) Identify common errors made when using formulas and functions
- i) Draw simple conclusions based on tabular data in a worksheet
- j) Insert and modify charts in a worksheet
- k) Be able to identify if a presented chart accurately represents worksheet data shown in a table
- l) Identify appropriate chart types for presenting different types of information

Module C

11) Database Basics

- a) Identify the parts of the Access Screen
- b) Understand the purpose of the database objects
- c) Create a table using a Wizard
- d) Enter records in a database
- e) Change the column width

- f) Add and delete fields
- g) Change field properties
- h) Edit, add and delete records

12) Database forms, queries and labels

- a) Change the datasheet layout
- b) Create a form
- c) Enter and edit data in a form
- d) Sort data in datasheet view
- e) Create a query
- f) Print a report
- g) Create mailing labels

Module D

13) Presentation software

- a) Identify effective design principles for simple presentations
- b) Manage slides (e.g. delete a slide)
- c) Add information to a slide
- d) Change slide view
- e) Change slide layout
- f) Modify a slide background
- g) Assign transitions to slides
- h) Change the order of slides in a presentation
- i) Create different output elements (speaker's notes, handouts, etc.)
- j) Preview the slide show presentation
- k) Navigate an on-screen slide show

14) Networking fundamentals

- a) Identify terminology relating to telecommunications, networks and the Internet
- b) Identify types of networks
- c) Identify how networks work
- d) Identify benefits of networked computing
- e) Identify the risks of networked computing
- f) Identify fundamental principles of security on a network

15) Networks and the Internet

- a) Identify the different ways the telephone system is used to transmit information
- b) Identify that telecommunication devices such as modems convert information from
- c) analog to digital and digital to analog formats
- d) Identify the units used to measure data transmission rates
- e) Identify the Internet as a "super network" of smaller computer networks and that
- f) computers connect to the Internet via the "onramp" of a smaller computer network
- g) Identify the hardware and software required to connect to the Internet
- h) Identify different types of Internet connections and the advantages and disadvantages
- i) of each connection type
- j) Identify the roles and responsibilities of an Internet Service Provider (ISP)

16) Internet resources

- a) Identify the ways a search engine classifies and looks for Web sites
- b) Identify other ways of searching for information on the Web
- c) Use a search engine to search for information based on specified keywords
- d) Search effectively
- e) Identify issues regarding the quality of information found on the Internet
- f) Identify how to evaluate the quality of information found on the Web

17) Living with computers

- a) Identify how computers and the Internet are used to collect, organize, and evaluate information and promote learning
- b) Identify the technology and processes involved with computers operating "behind the scenes" in everyday activities
- c) Identify the impact of electronic commerce (e-commerce) on business, individuals and governments
- d) Identify technologies that support or provide opportunities to the disabled and disadvantaged

such as voice recognition

18) Computing risks

- a) Identify how to maintain a safe working environment that comply with legal health and safety rules
- b) Identify injuries that can result from the use of computers for long periods of time
- c) Identify risks to personal and organizational data
- d) Identify software threats, including viruses and WORMS

19) Security, legal, and ethical issues related to computing

- a) Identify reasons for restricting access to files, storage devices, computers, networks, and certain Internet sites
- b) Identify concepts related to intellectual property laws including copyrights, trademarks and plagiarism
- c) Identify the principles regarding when information can or cannot be considered personal, including the difference between computer systems owned by schools or businesses that may have rules and guidelines as to who owns data stored on the system, and computers owned by individuals
- d) Identify how to avoid hazards regarding electronic commerce, including giving credit card information only on secure sites
- e) Identify how to protect privacy and personal security online, including understanding how Web sites track your activity online using "cookies" and other "behind-the-scenes" systems
- f) Identify how to find information about rules regarding the use of computers and the Internet, including laws, use policies at school, and company guidelines at places of employment
- h) Identify how to stay informed about changes and advancements in technology
- i) Identify how to be a responsible user of computers and the Internet

22. Recommended Text(s): Complete citation(s). *(This information is required.)*

23. Required Materials/Supplies/Tools:

24. References & Resources used to develop this course (Print and Non-Print):

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course? Yes No N/A

If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By: _____ Date: _____

27. Outline Revised By: _____ Date: 12/14/2006

Is there anything you would like to add that has not been addressed on this form? Please do so here:

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:
AAOT General Education
Distribution Requirement
Sequence
Should this course description be included in the college catalog? Yes No
Has this course been approved for an R grade? Yes No
What is the effective date of this course? (If new) Term: SU Year: 2007
Division Director: Please submit completed "Library Resources for Course Support" forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes No
Reimbursement Code: 10

SOUTHWESTERN OREGON COMMUNITY COLLEGE
 COURSE INFORMATION UPDATE
 for NEW and REVISED CREDIT COURSE OUTLINES
 (Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ IC _____

_____ 1/4/01 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.

Incomplete forms will be returned.

1. Course Number:	HE250							
2. Course Title:	PERSONAL HEALTH							
3. Course Sub-Title:	(Optional)							
4. Program Type (CHOOSE ONE ONLY)	LDC	<input checked="" type="checkbox"/>	OcoPrep	<input type="checkbox"/>	OcoSupp	<input type="checkbox"/>	Post Sec Remedial/ Developmental Educ	<input type="checkbox"/>
	ABE/GED/ESL	<input type="checkbox"/>	Other Adult	<input type="checkbox"/>	Non-Reimbursable	<input type="checkbox"/>		
5. This Outline is:	New			<input type="checkbox"/>	Revised		<input checked="" type="checkbox"/>	
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Cont'd Ed Units (CEU)	<input type="checkbox"/>	Prof Development Units (PDU)	<input type="checkbox"/>		
7. Number of Credits: (See hours/credit formula below)	3		Approved for CEUs (List Approving Agency)					
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)								
Once <input checked="" type="checkbox"/> Twice <input type="checkbox"/> 3 Times <input type="checkbox"/> Other (Specify) _____ Unlimited <input type="checkbox"/>								
9. Course Hours (Instructor workload/pay will be based on the information below).								

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE	3	33
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL	3	33

Department of Education's formula
 (Full Term Course)
 1 credit = 11 Lecture hours per term
 1 credit = 22 Lecture/Lab hours per term
 1 credit = 33 Lab hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

This Personal Health course deals with current health trends and issues in the United States. The course will include information on mental, emotional, social health and behavior aspects. Physical health includes nutrition-weight management – physical conditioning, environmental health, sexually transmitted disease, cancer and ageing, drug education and cardiovascular disease.

11. Grading: S,U,I A,B,C,D,F,I Either Non-Graded

Minimum Grading Criterion:

Recommended Weight or % of Grade

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.)
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course(s) and Min. Grade: NONE

Placement Test Score:

Other:

Is Instructor Consent **Required** to Register?

Yes

No

13. Required Concurrent Courses:

NOTE: This information will be entered into Colleague and **required** for students' registration.

Course No(s): NONE

Lab(s):

14. Does this course require a separate lab?

Yes

No

Course No:

Graded Separately?

Yes

No

15. Is this course part of a sequence?

Yes

No

Must the sequence be taken in order?

Yes

No

What are the course sequence numbers?

16. Is this course double numbered?

Yes

Cr#

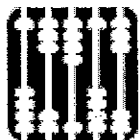
No

17 College-Wide Competencies



I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.



II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.



III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research and problem solving.



IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.



V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Objectives (Use TAB to navigate and add a new row, Use mouse to go to next Section)	Competencies				
Knowledge: (Upon completion of the course the learner will...)	I	II	III	IV	V
a). Know what areas of health relate to their everyday lives.					
b). Know where to go in the community for health information and service.					
c). Know information related to the health subjects covered in class.					
d). Know what the current trends are related to health.					
Skills: (Upon completion of the course the learner will be able to...)	I	II	III	IV	V
a). Evaluate their levels of stress.					
b). Take part in class discussions related to health.					
c). Recall information read in their text.					
d). Research and use health information from books, the Internet and Media sources to expand their knowledge of health.					
Attitudes and Values: (Upon completion of the course the learner will have...)	I	II	III	IV	V
a). An appreciation for the lifetime benefits of being healthy.					
b). The ability to value the importance of the piece of mind that comes with having a well rounded knowledge of basic health topics.					
c). An appreciation for the attitudes expressed by themselves and their classmates during class discussions.					

18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
19. Recommended Enrollment:	Lecture	30	Lab	
20. Does this course require special fees?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If yes, what is the fee?		Fee covers:		
21. Contents Outline: (must be in outline format) <i>NOTE: Use Mouse to go to the next Section</i>				
<p>I. MENTAL HEALTH</p> <p>A. Achieving Psychological Wellness</p> <ol style="list-style-type: none"> 1. The mind 2. Emotional health <p>B. Stress</p> <ol style="list-style-type: none"> 1. Identifying stress 2. Coping with stress 3. Stress management <p>II. PHYSICAL HEALTH</p> <p>A. Physical Fitness</p> <ol style="list-style-type: none"> 1. Cardiovascular 2. Strength 3. Flexibility <p>B. Nutrition</p> <ol style="list-style-type: none"> 1. Diet 2. Nutrients 3. Food groups 4. Food additives and preservatives 5. Supplement 6. Nutrition and the aging process <p>C. Weight Management</p> <ol style="list-style-type: none"> 1. Diet 2. Exercise 3. Evaluation/composition 4. Origins of obesity 5. Weight management techniques 6. Eating disorders <p>III. PREVENTING DRUG USE AND ABUSE AND ADDICTION</p> <p>A. Making Decisions About Drug Use</p> <ol style="list-style-type: none"> 1. Societies response to drug use 2. Terminology 3. Effects 4. Classification of drugs 5. Drug testing 6. Treatment <p>B. Controlling Alcohol Use</p> <ol style="list-style-type: none"> 1. Choosing to drink 2. Facts about alcohol 3. Physiological effects 4. Effects on society 5. Problem drinking 6. Current alcohol concerns <p>C. Tobacco</p> <ol style="list-style-type: none"> 1. Tobacco use in the US 2. Addiction and starting to smoke 3. Active ingredients 4. Medical problems 5. Types of tobacco 6. Quitting <p>IV. PREVENTING DISEASE</p> <p>A. Cardiovascular Disease</p> <ol style="list-style-type: none"> 1. Cardiovascular system 				

2. Types of heart disease
 3. Risk factors
 4. Care and treatments
- B. Living With Cancer
1. Cancer in the USA
 2. Types of cancer
 3. Diagnosis of cancer
 4. Treatment for cancer
 5. Risk reduction
- C. Preventing Infectious Disease
1. Types of infectious disease
 2. Transmission
 3. Defense against infection
 4. Immune system

- V. SEXUALITY AND REPRODUCTION
- A. Understanding your Sexuality
 - B. Managing your Fertility

- VI. CONSUMER AND SAFETY ISSUES
- A. Environmental Issues
 - B. Consumer Health

- VII. THE LIFE CYCLE
- A. Stages of Life
 - B. Ageing

22. Recommended Text(s): Complete citation(s). *(This information is required.)*

Per current course syllabus.

23. Required Materials/Supplies/Tools:

NONE

24. References & Resources used to develop this course (Print and Non-Print):

Focus on Health. Hann & Payne. 5th ed. McGraw Hill.

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By:	Dan Neal	Date	
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27. Outline Revised By:	Dan Neal	Date	11/30/00
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Is there anything you would like to add that has not been addressed on this form? Please do so here:

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

- AAOT General Education
- Distribution Requirement
- Cultural Diversity

Should this course description be included in the college catalog? Yes No

Has this course been approved for an R grade? Yes No

What is the effective date of this course? (if new) Term: Year:

Division Director: Please submit completed **"Library Resources for Course Support"** forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes No

Reimbursement Code:

SOUTHWESTERN OREGON COMMUNITY COLLEGE
 COURSE INFORMATION UPDATE
 for NEW and REVISED CREDIT COURSE OUTLINES
 (Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ OI _____

_____ 11/20/03 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	MTH70							
2. Course Title:	Elementary Algebra							
3. Course Sub-Title:								
4. Program Type: (CHOOSE ONE ONLY)	LDC	<input type="checkbox"/>	OccPrep	<input type="checkbox"/>	OccSupp	<input type="checkbox"/>	Post-Sec Remedial/ Developmental Educ	<input checked="" type="checkbox"/>
	ABE/GED/ESL	<input type="checkbox"/>	Other Adult	<input type="checkbox"/>	Non-Reimbursable	<input type="checkbox"/>		
5. This Outline is:	New			<input type="checkbox"/>	Revised		<input checked="" type="checkbox"/>	
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Cont'd Ed Units (CEU)	<input type="checkbox"/>	Prof Development Units (PDU)		<input type="checkbox"/>	
7. Number of Credits: (See hours/credit formula below)	4		Approved for CEUs (List Approving Agency)					
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)								
Once <input checked="" type="checkbox"/> Twice <input type="checkbox"/> 3 Times <input type="checkbox"/> Other (Specify) _____ Unlimited <input type="checkbox"/>								
9. Course Hours (Instructor workload/pay will be based on the information below):								

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE	4	44
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL	4	44

Department of Education's formula
 (Full Term Course)
 1 credit = 11 *Lecture* hours per term
 1 credit = 22 *Lecture/Lab* hours per term
 1 credit = 33 *Lab* hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

A study of the concepts and principles considered in introductory algebra. Topics include: signed numbers; algebraic expressions; linear equations and inequalities; graphs of linear equations; polynomial expressions, operations, and factorizations; square roots and radical expressions. Prospective students are not required to have previous experience with algebra.

11. Grading:	<input type="checkbox"/> S,U,I	<input type="checkbox"/> A,B,C,D,F,I	<input checked="" type="checkbox"/> Either	<input type="checkbox"/> Non-Graded	<input type="checkbox"/>
Minimum Grading Criterion:		Recommended Weight or % of Grade			
Unit Exams		50%			
Homework Assignments		20%			
Final Exam		30%			

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.)
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course(s) and Min. Grade:	MTH20, 25, OR 55 WITH AT LEAST A "C" GRADE
Placement Test Score	Appropriate score for placement into MTH70
Other:	The prerequisite for Southwestern MTH*70 is completion of MTH*20, MTH*25 OR MTH*55 with a grade of "C" or higher. You may be asked to withdraw from this course if you have not met the prerequisite.
Is Instructor Consent Required to Register?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

13. Required Concurrent Courses:
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course No(s):	NONE
Lab(s):	

14. Does this course require a separate lab? Yes No

Course No.	Graded Separately?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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15. Is this course part of a sequence? Yes No

Must the sequence be taken in order? Yes No

What are the course sequence numbers?

16. Is this course double numbered? Yes No Crs#

17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge: (The student will ...)

- a) Understand the significance and usefulness of signed numbers.
- b) Understand the significance and usefulness of algebraic expressions.
- c) Understand the significance and usefulness of linear equations.
- d) Understand the significance and usefulness of polynomial expressions.

Skills: (The student will be able to ...)

- a) Perform arithmetic operations with signed numbers.
- b) Simplify and evaluate algebraic expressions.
- c) Solve linear equations.
- d) Simplify and evaluate polynomial expressions.

Attitudes and Values: (The student will have ...)

- a) An appreciation for abstract forms and relationships in mathematics.
- b) An appreciation for analytical reasoning and critical thinking.
- c) An appreciation for the applicability of mathematics to real situations.

18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
19. Recommended Enrollment:	Lecture	30	Lab	
20. Does this course require special fees?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If yes, what is the fee?		Fee covers:		

21. Contents Outline: (must be in outline format)
NOTE: Form will automatically number outline items when you <ENTER> to go to the next item. To add a subsection item, use <SHIFT><ENTER> to go to that item and manually type in the subsection number using capital letters.

- I. Signed Numbers
- II. Algebraic Expressions
- III. Linear Equations and Inequalities
- IV. Graphs of Linear Equations
- V. Polynomial Expressions, Operations, and Factorizations
- VI. Square Roots and Radical Expressions

22. Recommended Text(s): Complete citation(s). *(This information is required.)*

Elementary Algebra, 6th edition. Bittinger and Ellenbogen. Addison-Wesley, Inc.

23. Required Materials/Supplies/Tools:

Per current course syllabus.

24. References & Resources used to develop this course (Print and Non-Print):

NONE

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course: Yes No N/A

If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By:	Ron Pullen	Date	
27. Outline Revised By:	Jeff Hayen	Date	11/20/2003

Is there anything you would like to add that has not been addressed on this form? Please do so here:

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

- AAOT General Education
- Distribution Requirement
- Sequence

Should this course description be included in the college catalog? Yes No

Has this course been approved for an R grade? Yes No

What is the effective date of this course? (If new) Term: Year:

Division Director: Please submit completed **"Library Resources for Course Support"** forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes No

Reimbursement Code:

SOUTHWESTERN OREGON COMMUNITY COLLEGE
COURSE INFORMATION UPDATE
for NEW and REVISED *CREDIT* COURSE OUTLINES
(Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ OI _____

_____ 12/3/04 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	SP218		
2. Course Title:	Interpersonal Communication		
3. Course Sub-Title:	(Optional)		
4. Program Type: (CHOOSE ONE ONLY)	LDC	<input checked="" type="checkbox"/>	OccPrep <input type="checkbox"/>
	OccSupp	<input type="checkbox"/>	Post Sec Remedial/ Developmental Educ <input type="checkbox"/>
	ABE/GED/ESL	<input type="checkbox"/>	Other Adult <input type="checkbox"/>
		<input type="checkbox"/>	Non-Reimbursable <input type="checkbox"/>
5. This Outline is:	New <input type="checkbox"/>		Revised <input checked="" type="checkbox"/>
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Cont'd Ed Units (CEU) <input type="checkbox"/>
		<input type="checkbox"/>	Prof Development Units (PDU) <input type="checkbox"/>
7. Number of Credits: (See hours/credit formula below)	3	Approved for CEUs: (List Approving Agency)	
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)			
	Once	<input checked="" type="checkbox"/>	Twice <input type="checkbox"/>
	3 Times	<input type="checkbox"/>	Other (Specify) _____
		<input type="checkbox"/>	Unlimited <input type="checkbox"/>
9. Course Hours (Instructor workload/pay will be based on the information below)			

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE	3	33
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL	3	33

Department of Education's formula
(Full Term Course)
1 credit = 11 Lecture hours per term
1 credit = 22 Lecture/Lab hours per term
1 credit = 33 Lab hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

Focuses on improving communication with oneself in order to improve relationships. Addresses perception, emotions, language, verbal and non-verbal communication, listening, and conflict resolution skills.

11. Grading: S.U.I. A,B,C,D,F,I Either Non-Graded

Minimum Grading Criterion:	Recommended Weight or % of Grade
Participation	20%
Quizzes	20%
Book Report	20%
Weekly Papers	20%
Projects	20%

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.)
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course(s) and Min. Grade:	NONE
Placement Test Score:	
Other:	
Is Instructor Consent Required to Register?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

13. Required Concurrent Courses:
 NOTE: This information will be entered into Colleague and **required** for students' registration.

Course No(s):	NONE
Lab(s):	

14. Does this course require a separate lab? Yes No

Course No:		Graded Separately? Yes <input type="checkbox"/> No <input type="checkbox"/>
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15. Is this course part of a sequence? Yes No

Must the sequence be taken in order? Yes <input type="checkbox"/> No <input type="checkbox"/>
What are the course sequence numbers?

16. Is this course double numbered? Yes Crs# No

17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)				
Knowledge:		(The student will...)		
a) Understand types of needs communication can satisfy. b) Know elements and characteristics of the transactional communication model. c) Know content and relational aspects of messages. d) Know how self concept is defined, how it develops, and characteristics of self concept. e) Know the role of self-fulfilling prophecies in shaping self concept and in influencing communication. f) Know how process of selection, organization and interpretation operate in perceptual process. g) Know that language is symbolic, rule-governed, and that meaning resides in people.				
Skills:		(The student will be able to...)		
a) Identify needs satisfied by interpersonal communication. b) Use transactional model to diagnose barriers to effective communication. c) Improve effectiveness as a communicator by broadening communication repertoire. d) Identify physiological, cultural, sub-cultural, gender, and occupational factors which cause perceptual differences. e) Engage in perception checking. f) Communicate empathy. g) Distinguish between debilitating and facilitative emotions and label the emotions.				
Attitudes and Values:		(The student will have...)		
a) An appreciation for the ethics of impression management. b) An awareness and appreciation for the manner in which a speakers language can reflect responsibility. c) An ability to minimize difficult/debilitative emotions. d) Recognition that language and culture are related.				
18. Status:	Active	<input checked="" type="checkbox"/>	Inactive	<input type="checkbox"/>
19. Recommended Enrollment:	Lecture	20	Lab	
20. Does this course require special fees?	Yes		<input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If yes, what is the fee?		Fee covers:	
21. Contents Outline: (must be in outline format) NOTE: Form will automatically number outline items when you <ENTER> to go to the next item. To add a subsection item, use <SHIFT><ENTER> to go to that item and manually type in the subsection number using capital letters.				

1. AN OVERVIEW OF INTERPERSONAL RELATIONSHIPS
 - A. Human communication satisfies physical, identity, social needs and practical goals.
 - B. Two theories of communication are depicted in the linear and the transactional models.
 - C. Communication principles
 1. We communicate with others
 2. Communication can be intentional or unintentional
 3. Communication is irreversible
 4. Communication is unrepeated
 - D. Communication misconceptions
 - E. Content and relational messages
 1. Metacommunication
 2. Relational messages: affinity, respect, and control
 - F. Communication competence
 1. Wide range of behaviors
 2. Ability to choose the most appropriate behavior
 3. Skill at performing behaviors
 4. Cognitive complexity
 5. Self-monitoring
 6. Commitment

- II. COMMUNICATION AND SELF-CONCEPT
 - A. How the self-concept develops
 - B. Characteristics of self-concept
 - C. Culture and self-concept
 - D. Self-fulfilling prophecies
 - E. Changing one's self-concept

- III. COMMUNICATION AS IDENTITY MANAGEMENT
 - A. Public and private selves
 - B. Characteristics of identity management
 - C. Identity management and honesty

- IV. PERCEPTION
 - A. The perception process
 - B. Influences on perception
 - C. The accuracy and inaccuracy of perception
 - D. Perception checking to prevent misunderstandings
 - E. Empathy and communication

- V. EMOTIONS: THINKING, FEELING, AND ACTING
 - A. Emotions and types of emotions defined
 - B. Influences on emotional expressions
 - C. Guidelines for expressing emotions
 - D. Managing difficult emotions

- VI. LANGUAGE
 - A. Language is symbolic, subjective, and rule-governed
 - B. Impact of language: naming and identity
 1. Affiliation, attraction, and interest
 2. Power
 - C. The uses and abuses of language
 1. Precision and vagueness
 2. Language of responsibility
 3. Disruptive language
 - D. Language and gender
 1. Content
 2. Reasons for communicating
 3. Conversational style
 - E. Non-gender variables

- F. Language and culture
 - 1. Verbal communication styles
 - 2. Language and world view

- VII. NONVERBAL COMMUNICATION
 - A. Characteristics of nonverbal communication
 - B. Differences between verbal and nonverbal communication
 - C. Types of nonverbal communication

- VIII. LISTENING
 - A. Elements in the listening process
 - B. Types of ineffective listening
 - C. Why people don't listen
 - D. Informational listening
 - E. Listening to help

- IX. COMMUNICATION AND RELATIONSHIP DYNAMICS
 - A. Reasons for forming relationships
 - B. Models of relational development and maintenance
 - C. Self disclosure
 - D. Alternatives to self disclosure: lying, equivocation, hinting
 - E. Ethics of evasion

- X. IMPROVING COMMUNICATION CLIMATES
 - A. Communication climates: how they develop
 - B. Communication climates: confirming and disconfirming messages
 - C. Defensiveness: causes and remedies

- XI. MANAGING INTERPERSONAL CONFLICTS
 - A. The nature of conflict and conflict styles
 - B. Personal conflict styles
 - C. Assertion without aggression: the clear message format
 - D. Conflict in relational systems
 - E. Gender and cultural variables in conflict style

- XII. METHODS OF CONFLICT RESOLUTION
 - A. Win-lose
 - B. Lose-lose
 - C. Compromise
 - D. Win-win
 - 1. Identify your problem and unmet needs
 - 2. Make a date
 - 3. Describe your problem and needs
 - 4. Negotiate a solution
 - 5. Follow-up solution
 - E. Constructive conflict

22. Recommended Text(s): Complete citation(s). *(This information is required.)*

Adler, Ronald B., Proctor, Russell F., and Towne, N. (2005). Looking Out/Looking In, 11th ed. Belmont, CA: Thomson Wadsworth.

23. Required Materials/Supplies/Tools:

NONE

24. References & Resources used to develop this course (Print and Non-Print):

Weaver, Richard. Understanding Interpersonal Communication. 7th ed. Harper Collins. 1996.

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course:	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By:	Edward Chilla	Date	
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27. Outline Revised By:	Christine Scholey and Bernadette Kapocias	Date	11/24/04
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Is there anything you would like to add that has not been addressed on this form? Please do so here.

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

- AAOT General Education
- Distribution Requirement
- Sequence

Should this course description be included in the college catalog? Yes No

Has this course been approved for an R grade? Yes No

What is the effective date of this course? (If new) Term: Year:

Division Director: Please submit completed **"Library Resources for Course Support"** forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes No

Reimbursement Code:

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COURSE INFORMATION UPDATE

for NEW and REVISED *CREDIT* COURSE OUTLINES

(Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ OI _____

7/30/02 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.

Incomplete forms will be returned.

1. Course Number:	WR121									
2. Course Title:	ENGLISH COMPOSITION									
3. Course Sub-Title:										
4. Program Type:	LDC	<input checked="" type="checkbox"/>	OccPrep	<input type="checkbox"/>	OccSupp	<input type="checkbox"/>	Post Sec Remedial/Developmental Educ	<input checked="" type="checkbox"/>		
	ABP/GED/ESL	<input type="checkbox"/>	OtherAdult	<input type="checkbox"/>	OTHER					
	Separate Contract				<input type="checkbox"/>	Non-Reimbursable		<input type="checkbox"/>		
5. This Outline is:	New				<input type="checkbox"/>	Revised		<input checked="" type="checkbox"/>		
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Non-Credit	<input type="checkbox"/>	(If non-credit, please use other form.)	Con Ed Units (CEU)		<input type="checkbox"/>		
7. Number of Credits:	3	(See hours/credit formula below)			Approved for CEUs (List Approving Agency)	#				
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)										
	Once	<input checked="" type="checkbox"/>	Twice	<input type="checkbox"/>	3 Times	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>	Unlimited	<input type="checkbox"/>
9. Course Hours (Instructor workload/pay will be based on the information below):										

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE	3	33
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL	3	33

Department of Education formula

1 credit = 10 to 12 Lecture hours per term

1 credit = 20 to 24 Lecture/Lab hours per term

1 credit = 30 to 36 Lab hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas.

11. Grading: S,U,Y,I A,B,C,D,F,Y,I X Either Non-Graded

Minimum Grading Criterion:	Recommended Weight or % of Grade
Completion of all essays and exams	90%
Class participation and exercises	10%

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.) (This information will be entered into Colleague and required for students' registration.)

None:	
Course(s) and Min. Grade:	WR90 with a grade of <input type="checkbox"/> C <input type="checkbox"/> or better; or instructor consent; or WR 60 with instructor consent
Placement Test Score:	ASSET COMPASS Writing Test 43, (Sentences 53) 44+ 78-100
Other:	The prerequisite for Southwestern WR*121 is completion of WR*90 with a grade of "C" or higher. You may be asked to withdraw from this course if you have not met the prerequisite.

Is Instructor Consent **Required** to Register? Yes No X

13. Required Concurrent Courses: (This information will be entered into Colleague and required for students' registration.)

None:	
Course(s):	
Lab(s):	

14. Does this course require a separate lab? Yes X No

Course No: WR0593 Graded Separately? Yes No X

15. Is this course part of a sequence? Yes X No

Must the sequence be taken in order? Yes X No

What are the course sequence numbers? WR121, WR122, and WR123.

16. Is this course double numbered? Yes Crs# No X

17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge:	(The student will...)
<ol style="list-style-type: none"> 1. Know the composing process: pre-writing, drafting, revision, and editing. 2. Know the varieties of expository prose. 3. Know the importance of audience and purpose of writing. 	
Skills:	(The student will be able to...)
<ol style="list-style-type: none"> 1. Write 3,000 words, a minimum 4 in at least 5 essays. 2. Show competence in concepts of rhetorical structure, such as collection of information, formulation of ideas, determination of relationships; shaping a thesis; choosing strategies of development adequate and appropriate for given audience; using rhetorical forms, such as descriptions, comparison/contrast, process, definition, classification and division, and cause/effect. 3. Show competence in developing coherent paragraphs; sequencing paragraphs for logical progression; composing effective introductions and conclusion; arranging consistent support and exemplification. 4. Will recognize such concepts of paragraph and sentence structure as transitions, subordination, coordination and parallelism to indicate the relationship and importance of ideas; and varying length and structure appropriately for different audiences and purpose and for avoiding monotony. 5. Will demonstrate competence in strategies for employing language for its appropriateness in different contexts; varying elements of style (vocabulary, syntax, tone) for different audiences and purposes; controlling word choice to avoid cliches, jargon, loaded words, and excess figurative language. 6. Will improve and unify writing by revising both content and form, with emphasis on rethinking and restructuring. 7. Students will develop competence in correcting problems of mechanics and standard usage, as needed, in the context of student writing. 	
Attitudes & Values:	(The student will have...)
<ol style="list-style-type: none"> 1. An awareness of the responsibility of the writer to audience. 2. An awareness that writing is a way to learn and to communicate. 	

18. Status:	Active	X	Inactive	
19. Maximum Enrollment:	Lecture	25	Lab	
20. Does this course require special fees?	Yes		No	X
If yes, what is the fee?	\$	Fee covers:		

21. Contents Outline: (must be in outline format)

- I. NARRATION AND DESCRIPTION
- A. Pre-Writing
1. Five Senses Cuing
 2. Memory
 3. Dialogue
 4. Reading/ response
- B. Drafting
1. Dominant Impression/ Thesis
 2. Peer Review

- C. Editing
 - 1. Fragments
 - 2. Comma Splices
 - 3. Sentence Fragments
- II. CAUSE/ EFFECT, EXEMPLIFICATION, COMPARISON AND CONTRAST
- A. Pre-Writing
 - 1. Reading/ response
 - 2. Clustering
 - 3. Lists
 - B. Drafting
 - 1. Thesis
 - 2. Introductions
 - 3. Peer review
 - C. Editing
 - 1. Major Sentence Errors
 - 2. Subordination
 - 3. Sentence Combining
- III. PROCESS, CLASSIFICATION, DIVISION, DEFINITION
- A. Pre-Writing
 - 1. Reading/ response
 - 2. Mapping
 - 3. Brainstorming
 - 4. Cubing
 - B. Drafting
 - 1. Thesis, introduction review
 - 2. Conclusions
 - 3. Peer Review
 - C. Editing
 - 1. Coordination and subordination review
 - 2. Sentence combining
 - 3. Wordiness
 - 4. Transitions

22. Required Text(s): Complete citation(s).	
None	
23. Optional Text(s): Complete citation(s). <i>(This information is required.)</i>	
Fulwiler & Hayakawa. <i>The College Writer's Reference</i> . Prentice Hall.	
24. Required Materials/Supplies/Tools:	
None	
25. References and Resources used to develop this course (Print and Non-Print):	
Complete citation(s)	
26. Outline Developed By:	Christine Scholey
27. Outline Revised By:	Stephanie Van Horn
28. TODAY's Date:	March 15, 2002
Is there anything you would like to add that has not been addressed on this form? Please do so here:	

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

AAOT	General Education Requirement	X
	Distribution Requirement	~
	Sequence	~
	Elective Only	~
 AAS	 Other Approved Course	 ~

Should this course description be included in the college catalog? Yes No

Has this course been approved for an R grade? Yes No

What is the effective date of this course? Term -SU-Year 2002-

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable?	Yes	X	No	
Reimbursement Code:	10			

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OCCI FIELD TRIPS AND GUEST SPEAKERS

FIELD TRIPS

Cash & Carry	Coos Bay, OR
Giradet Winery	
Clausen Oysters	Coos Bay, OR
Hallmark Fisheries	Coos Bay, OR
FSA Food Show	Florence, OR
SYSCO Food Show	Portland, OR
Community Gardens	Coos Bay, OR
Bandon Dunes	Bandon, OR
The Mill Casino	North Bend, OR

GUEST SPEAKERS

Coos Bay Red Lion's Executive Chef, Oscar Sermano

Oregon Restaurant Association, Joel Pomerantz

LIBRARY RESEARCH GUIDE FOR CULINARY ARTS (SOCC)

Books.

Reference books can be a good first step in finding information for your research paper. They generally offer a concise summary of topics and often include a list of additional materials for each article. Books with a call number beginning with REF. can only be used in the library, but other books can be checked out for home use.

Some examples of books in the SOCC Library:

- ❖ Encyclopedia of food and culture (3 vol.) REF. GT 2850.E53 2003
- ❖ Oxford encyclopedia of food and drink in America (2 vol.) REF TX 349.E45 2004
- ❖ Food: a culinary history from antiquity to the present TX 353.H52513 1999
- ❖ Food and drink in history TX 353.F59
- ❖ On food and cooking: the science and lore of the kitchen. TX 651.M27 2004

Searching the Library catalog.

The Coastline on-line library webpage (www.cooslibraries.org) has a listing of books, magazines, and audiovisual materials for the SOCC Library and the eight public libraries in Coos County. You can access Coastline through the SOCC Library website or from any internet computer. You can then search the catalog, check your own record to see what you have checked out, renew materials, and request items to be sent to SOCC for you.

Don't have time to visit the library? You can browse the shelves online. Once you find a book on Coastline (www.cooslibraries.org), you can use the "Show Items Nearby on Shelf" function to see books on the same or similar subjects.

If you are in the Library and want to quickly browse the shelves, you should know that most colleges use a different classification system (Library of Congress) than the public libraries (Dewey decimal system).

For food related materials, here are the classification numbers for each system.

Library of Congress (used at SOCC):

GT2853-2960	Eating and drinking customs
GT5906+	Manners and customs
TP546-559	Wine and wine making
TP569-587	Breweries
TX341-641	Nutrition, foods, and food supply
TX703+	Cookbooks
TX761-799	Baking, confectionary
TX801-814	Vegetables, cereals, fruits, nuts
TX815-819	Beverages, sandwiches, condiments, sauces
TX820+	Cookery for large numbers
TX851-855	Dining-room service
TX901-946	Hospitality industry, hotels, clubs, restaurants, food service

First line	Read in alphabetical order	TC TN TX
Second line	Read in increasing order	145 644 819
Third line	Read the letter alphabetically and the number as a decimal	.B478 .G66 .G668
Four line	Read the year in chronological order	1988 2001 2005

Dewey Decimal System (used at public libraries):

613	Nutrition
641	Food and drink
641.013	Gastronomy (pleasures of eating)
641.2	Beverages
641.3	Food
641.4	Food preservation and storage
641.5	Cooking
641.6	Cooking specific materials (e.g., "Peanut cookbook")
641.7	Specific cooking processes (e.g., "Wok cookery")
641.8	Cooking specific kinds of dishes ("Cheesecakes")
642	Meals and table service
663	Beverage technology
664	Food technology

First line	Dewey classification number	641.5 641.56 641.815
Second line	Author last name or Title first word	SMITH CHILDS BASIC

Magazines.

Some of the magazines available in the County library system include:

- ❖ Bon Appetit (www.epicurious.com/bonappetit)
- ❖ Cooking Light (www.cookinglight.com/cooking)
- ❖ Cook's Illustrated (www.cooksillustrated.com)
- ❖ Fine Cooking (www.taunton.com/finecooking/index.asp)
- ❖ Food and Wine (www.foodandwine.com)
- ❖ Gourmet (www.epicurious.com/gourmet)
- ❖ Vegetarian Times (www.vegetariantimes.com)

These magazines can be borrowed from local libraries. (www.cooslibraries.org)

Full-text magazine articles can also be found online using the SOCC home page under "Ebscohost". (www.socc.edu/library)

The Academic Periodical Database includes a number of subject databases, the largest of which is the "Academic Search Premier". This is a good start for general searches since it contains about 4,650 titles.

A better choice for food-related searches is the "Student Research Center" database listed on the same page. It contains a larger selection of cooking and food industry journals. To show the difference in the databases, a simple search for "salmon recipes" resulted in 4 articles in Academic Search Premier, while the same search in Student Research Center pulled up 1299 hits.

Another database of interest on the SOCC Library page is "Find Articles": (www.socc.edu/library). This smaller website is a quick way to locate recipes and articles on nutrition, etc. Just click on the "Food" category and select your topic or enter your search terms. There is also a "Featured publications" list for current material from some of the most popular magazines.

INTERNET. A small sample of sites available.

- 1) Food and Cooking.
 - ❖ All recipes: over 30,000 recipes. One nice feature is the ability to change the number of servings, and to convert from U. S. to metric, with just a click of the mouse. (www.allrecipes.com)
 - ❖ BBC – food: the British answer to the food network, with recipes, celebrity chefs, television shows, etc. (www.bbc.co.uk/food/)
 - ❖ Cook's Thesaurus: a cooking encyclopedia that covers thousands of ingredients and kitchen tools. Entries include pictures, descriptions, pronunciations, and suggested substitutions. (www.foodsubs.com)
 - ❖ Digital Librarian – food: a librarian's choice of the best of the Web. It is a long list of some of the better food websites arranged alphabetically. (www.digital-librarian.com/food.html)
 - ❖ Epicurious: includes recipes, menus, food dictionary, wine dictionary, and technique videos. (www.epicurious.com)
 - ❖ Food TV is the home site of the Food Network. In addition to TV program listings, it also has a nice selection of food resources, such as, cooking demo videos, party ideas, kitchen design. (www.foodtv.com)
 - ❖ Librarians' Internet Index – food and cooking. Recommended food sites arranged in broad categories (beverages, food history, recipes and food preparation) (<http://lii.org/pub/topic/food>)
 - ❖ OSU – food. A source of science-based and business savvy information for the food industry from the OSU College of Health and Human Sciences. (<http://food.oregonstate.edu>)
 - ❖ Recipe source presents its recipes organized into ethnic cuisines and by type of dish. (www.recipesource.com)
 - ❖ Slow food is an international organization whose aim is to "protect the pleasures of the table from the homogenization of modern fast food". (www.slowfood.com)
- 2) History of food.
 - ❖ America by food. An exhibit by the Smithsonian Institution – short but informative. (www.keyingredients.org)
 - ❖ Food timeline. Starting in 17,000 B. C., the time line indicates when specific foods were first introduced and gives sample recipes of the period (www.foodtimeline.org)
 - ❖ Americans at the table; reflections on food and culture. An electronic journal of the U. S. Department of State (July, 2004) Along with an interesting selection of articles, this site has a good list of internet sources. (<http://usinfo.state.gov/journals/itsv/0704/ijse/ijse0704.htm>)

- 3) Nutrition and safety.
- ❖ Food and Nutrition Information Center of the National Agricultural Library provides accurate information about dietary supplements, food composition, dietary guidelines, and similar subjects. (www.nal.usda.gov/fnic/)
 - ❖ Food Safety; the gateway to government food safety information. (www.foodsafety.gov)
 - ❖ Nutrient Data Laboratory of the USDA. Searchable Nutrient database as well as food composition and nutrition links. (www.ars.usda.gov/nutrientdata)
- 4) Professional Organizations.
- Full access to many of these sites is reserved for members. Check for student rates if you are interested in joining any of the organizations.
- ❖ American Culinary Federation. (www.acfchefs.org)
 - ❖ American Institute of Food and Wine. (www.aiwf.org)
 - ❖ Bread Bakers Guild of America. (www.bbga.org)
 - ❖ Chefs Collaborative (www.chefscollaborative.org)
 - ❖ International Association of Culinary Professionals. (www.iacp.com)
 - ❖ National Restaurant Association. (www.restaurant.org)
 - ❖ Professional Chef's Association. (www.professionalchef.com)
 - ❖ Society for Foodservice Management. (www.sfm-online.org)
 - ❖ Women Chefs and Restaurateurs. (www.womenchefs.org)

Now that you have enough information, do you need some help in actually writing your research paper? You can type "how to write a research paper" in google or yahoo and pull up lots of sites. Here are a few samples to get you started.

- ❖ <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/>
- ❖ <http://wisc.edu/writing/Handbook/PlanResearchPaper.html>
- ❖ www.libraryspot.com/features/paperfeature.htm

CULINARY ARTS PURCHASES 2005-2006

Title	Author	Year	Cost	LC Number
Curry: A Tale of Cooks and Conquerors	Collingham, Lizzie	2005	\$28.00	GT 2853
How to Open a Financially Successful Specialty Retail & Gourmet Foods Shop	Brown, Douglas Robert et al	2004	\$29.11	HD 62
How to Open a Financially Successful Bakery	Fullen, Sharon L.	2004	\$25.97	HD 9057
How to Open a Financially Successful Bakery	Fullen, Sharon L.	2004	\$25.97	HD 9057
How to Open a Financially Successful Bed & Breakfast or Small Hotel	Fullen, Sharon L.	2004	\$25.97	TX 911
How to Open a Financially Successful Coffee, Espresso & Tea Shop	Brown, Douglas Robert et al	2004	\$25.97	TX 911
How to Open a Financially Successful Specialty Retail & Gourmet Foods Shop	Brown, Douglas Robert et al	2004	\$29.11	HD 62
Artisanal Cooking	Brennan, Terrance et al	2005	\$21.00	TX 714
HACCP & Sanitation in Restaurants and Food Service Operations	Arduser, Lora et al	2005	\$51.97	TX 911
How to Open a Financially Successful Coffee, Espresso & Tea Shop	Brown, Douglas Robert et al	2004	\$25.97	TX 911
New York Times Cookbook, The	Claiborne, Craig	1990	\$20.40	TX 725
Opening a Restaurant or Other Food Business Starter Kit	Fullen, Sharon L.	2005	\$25.97	TX 911
Professional Caterer's Handbook, The	Arduser, Lora et al	2005	\$57.79	TX 921
Vegetable Love	Kafka, Barbara et al	2005	\$21.00	TX 801
Don't Try This at Home:	Witherspoon, Kimberly et al	2005	\$14.97	TX 649
Kitchen Confidential	Bourdain, Anthony	2000	\$14.97	TX 649
Making of a Chef, The:	Ruhlman, Michael	1999	\$9.60	TX 649
If You Can Stand the Heat:	Davis, Dawn	1999	\$16.29	TX 649
Julie & Julia: 365 Days, 524 Recipes, 1 Tiny Apartment	Powell, Julia	2005	\$14.37	TX 649
My Life in France	Child, Julia	2006	\$15.57	TX 649
Cook's Tour, A: In Search of the Perfect Meal	Bourdain, Anthony	2002	\$30.29	TX 652
Garlic and Sapphires:	Reichi, Ruth	2005	\$14.97	TX 649
Bittersweet:	Medrich, Alice et al	2003	\$21.00	TX 767
Way to Cook, The	Child, Julia	1989	\$44.47	TX 719
How to Cook Everything:	Bittman, Mark	2003	\$16.80	TX 714
Letters to a Young Chef	Boulud, Daniel	2003	\$13.50	TX 649
Perfect Party Food	Phillips, Diane	2005	\$14.97	TX 731
How to Grill	Raichlen, Steven	2001	\$11.97	TX 840
Food Substitutions Bible, The	Joachim, David	2005	\$11.97	TX 652
King Arthur Flour Cookie Companion, The	na	2004	\$17.97	TX 772
I'm Just Here for the Food: Food + Heat=Cooking	Brown, Alton	2002	\$19.50	TX 651
Baking and Pastry:	C I America	2004	\$39.00	TX 763
Mangoes & Curry Leaves	Alford, Jeffrey et al	2005	\$27.00	TX 724
I'm Just Here For More Food: Food x Mixing + Heat=Baking	Brown, Alton	2004	\$19.50	TX 763
Chocolate Obsession	Recchiuti, Michael	2005	\$21.00	TX 767
Dough: Simple Contemporary Bread	Bertinet, Richard	2005	\$17.97	TX
Baking at Home:	C I America	2004	\$24.00	TX 763
Bouchon	Keller, Thomas	2004	\$30.00	TX 719
Chocolate Chocolate	Vockelton, Lisa	2005	\$27.00	TX 767
Cuisines of Spain, The	Barrenechea, Teresa et al	2005	\$24.00	TX 723
Cooking at Home with the Culinary Institute of America	na	2003	\$24.00	TX 714
Pure Chocolate	Bigelow, Fran et al	2004	\$21.00	TX 767
Baker's Tour, A	Malgieri, Nick	2005	\$20.97	TX 765
Italian Slow and Savory	Goldstein, Joyce	2004	\$24.00	TX 723
All About Braising	Stevens, Molly	2004	\$21.00	TX 686
Secrets of Baking, The:	Yard, Sherry	2003	\$21.57	TX 765
Hungry Planet	Menzel, Peter et al	2005	\$24.00	TX 353

CULINARY ARTS PURCHASES 2005-2006

Washoku	Andoh, Elizabeth	2005	\$21.00	TX 724
New Taste of Chocolate, The	Pressilla, Maricel	2001	\$32.50	TX 767
Foods of the Americas:	Divina, Fernando	2004	\$23.97	TX 715
Baking Illustrated	na	2004	\$21.00	TX 763

VHS	Title			
	The Bakeshop (Laminating Dough; Meringue; Vanilla Sauce and Pastry Cream)			TX 783
	The Bakeshop : The Basic Steps of Baking Bread			TX 769
	Bread and Baker: From the Source (3 vhs)		\$536.28	TX 769

DVD	Title			LC Number
	Alton Brown Good Eats (27 vols)		\$279.95	TX
	Brittles and More		na	TX 791
	Hand-Formed Chocolates		na	TX 791
	Filled Chocolates		na	TX 791
	Future of Food, The		\$24.49	TP 248
	Eating the Uneatable		\$17.99	TX 724
	Eat This New York		\$110.00	TX 907
	Big Night		\$14.99	PN 1997
	Super Size Me		\$18.74	RA 645
	Henry Jaglon's Eating		\$23.99	PN 1997
	Babette's Freast		\$9.99	PN 1997
	Chocolat		\$12.99	PN 1997
	Eat Drink Man Woman		\$9.47	PN 1997
	The Meaning of Food		\$64.68	
	The French Chef 1 & Chef 2		\$69.92	
	Jacques Pepin's Fast Food My Way		\$29.95	
	Fed Up!		\$13.99	

\$2,439.28

MAR 21,2007

QUOTATION

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KD04149

Project:
OREGON COAST CULINARY INSTITUTE
ATTN: ROBERT GREGSON
ATTN: RICHARD TURI
NORTH BEND, OR 97459
(541) 751-1862 Fax: (541) 888-7194

To:

From: KEN DEFFENBACHER



Item	Qty	Description	Sell Each	Sell Total
1	9 ea	RANGE, 34" RESTAURANT, GAS Wolf Range Model No. CHR-6-29 Range, 34" Challenger Restaurant, Gas, 6 open burners, 29" standard oven base, s/s front, back riser & high shelf, black painted sides, 6" adj. legs	1,580.00	14,220.00
	9	NATURAL GAS		
	9	Casters (front locking 5" wheels) set of 4	180.00	1,620.00
	9	S/S both sides, range	270.00	2,430.00
		Extended Total for Item No. 1		18,270.00
2	4 ea	SALAMANDER BROILER, GAS Wolf Range Model No. RB-36-A Salamander Broiler, Gas, for Wall Mount or Counter Model, radiant type burners, 36" wide, s/s front & sides	1,315.00	5,260.00
	4	NATURAL GAS		
	4	S/S top, salamander	120.00	480.00
	4	S/S bottom, salamander	110.00	440.00
	4	Wall mounting brackets, chrome plated-pair	170.00	680.00
		Extended Total for Item No. 2		6,860.00
3	4 ea	FRYER, GAS Pitco Frialator Model No. SG14 SS Solstice Fryer, gas, heavy duty floor model, 40-50 lb. fat cap., Millivolt thermostat, s/s tank and exterior, 110,000 BTU	1,765.00	7,060.00
	4	Natural gas		
	4	6" Casters (set of 4) (verify quantity of casters needed for batteried units)	115.00	460.00

Curtis Rest. Equip.- Springfield

Item	Qty	Description	Sell Each	Sell Total
	4	B2101501 Tank cover, 18 gauge light duty, for model SG14/14BNB/PPG14/SG14R, SF14, SF14R	79.00	316.00
		INCLUDES: Two wire mesh baskets fpr ea. unit		
		Extended Total for Item No. 3		7,836.00
4	2 ea	GRIDDLE, COUNTER UNIT, GAS Wolf Range Model No. RTG-72-C Griddle, 72" Regency Counter Unit, Gas, 1" plate thickness, smooth polished steel griddle plate, 72" wide x 24" deep grill, thermostatic controls, standard stainless exterior finish	2,965.00	5,930.00
	2	NATURAL GAS		
	2	KWR72SS-STAND5 Equipment Stand, 72" wide, stainless steel, with 5" casters, for Regency counter models	1,020.00	2,040.00
		Extended Total for Item No. 4		7,970.00
5	2 ea	KETTLE/CABINET ASSEMBLY, GAS Groen Model No. 2-CTDC/3-20-SG (144061) Tilting Kettles, gas, (2) 20 qt., direct steam, hand tilt, 2/3 jacket, 36" cabinet base, 304 s/s construction, removable double panel doors, hot/cold water fill faucet, with Natural gas-fired boiler, 0 - 2000' elevation, 200,000BTU	11,260.00	22,520.00
	2	Limited 1-year parts and labor warranty (std) (no charge)		
		Extended Total for Item No. 5		22,520.00
6	3 ea	PRE-RINSE UNIT Fisher Model No. 2210-WB Pre-Rinse Assembly, wall-mounted mixing valve, 8" adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket	165.00	495.00
	1			
		Extended Total for Item No. 6		495.00
6.1	3 ea	VALVE, MISCELLANEOUS Fisher Model No. 2932-0002 Back Flow Preventer, 3/4" - 14F x 3/4" - 14M (fits between pre-rinse hose & spray valve handle)	58.00	174.00
7	9 ea	LEVER WASTE Fisher Model No. 22438 DrainKing Waste Valve, flat strainer, overflow body	65.00	585.00

Item	Qty	Description	Sell Each	Sell Total
8	1 ea	OVEN, DECK-TYPE, GAS-FIRED Blodgett Oven Model No. 961-951 Oven, deck-type, gas, 42" wide x 32" deep decks, one 7" high sections one 12" high section, mechanical thermostat, steel decks, s/s top, front, sides and back, 19" black adjustable legs, large crown angle trim, double connector, 37,000 BTU 7" high section, 38,000BTU 12" high section.	6,035.00	6,035.00
	1	Natural gas		
	1	Draft diverter (nc)		
	1	Standard Thermostat: FTDO 200-500° temperature control (nc)		
	1	Top Deck, Steam jets, (steam source by others)	90.00	90.00
	1	Bottom Deck, Steam jets, (steam source by others)	90.00	90.00
		Extended Total for Item No. 8		6,215.00
8.1	1 ea	BOILER REIMERS Model No. ABA8E1A Electric steam boiler, 208 volt 1 phase 60 cycle set at 5 psig with 15 psig safety valve.	1,220.00	1,220.00
8.2	2 ea	MANIFOLD REIMERS Model No. 30026-2A Deck manifold	336.00	672.00
8.3	2 ea	TIMERS REIMERS Model No. 20423XA Timer packages	323.00	646.00
9	1 ea	ICE MAKER, CUBE-STYLE Manitowoc Model No. QY-0374A Ice Maker, cube-style, air-cooled, self-contained condenser, up to 360-lb production/24 hours, stainless steel finish, half-dice size cubes	1,580.00	1,580.00
	1	115V/60/1ph		
	1	S-420 Ice Bin, w/top-hinged front-opening door, approx. 320 lb ice storage capacity, for top-mounted ice maker, stainless steel exterior	555.00	555.00
	1	AUCSA AuCS Automatic Cleaning System, assembly does not include cleaner or sanitizer, Q280 - Q1800 & Q-Dual	240.00	240.00
	1 ea	AR-PRE Arctic Pure, Pre-Filter Assembly, 5 micron filtration	85.00	85.00
	1 ea	AR-20000 Arctic Pure, Single Water Filter Assembly, graded density carbon block w/self-contained 40 grams Silphos scale inhibitor, for cubers 250 - 600 lbs/day, wall bracket w/pressure gauge, flow rate: .75 gpm, 20,000 gal capacity	195.00	195.00
		Extended Total for Item No. 9		2,655.00

Item	Qty	Description	Sell Each	Sell Total
10	1 ea	SOILED DISHTABLE VALLEY Model No. CUSTOM Fab and install soiled three compartment sink, 16 ga s/s top with 10" back splash and side splash. With (3) 24 x 24 x 14 sinks. Fab and install (1) Pre rinse sink 20 x 20 x 6 with scrap basket, 10" back splash, w/ slide bars, undershelf.	4,455.00	4,455.00
11	3 ea	FAUCET Eagle Group Model No. 301003 Faucet, 19"L, splash-mounted mixing faucet, 8" centers, double-joint nozzle (NOT available on 1-compt. sinks up to 22" long)	165.00	495.00
12	1 ea	DISHWASHER, DOOR TYPE Jackson MSC Model No. TEMPSTAR HH Dishwasher, Door Type, high temp. w/built-in 40° rise booster, field convertable straight thru or corner type, apprx. 53 racks/hr cap., only 1.36 gal of water per rack, built-in pressure regulator and gauge, elctro mech controls, all s/s finish	8,515.00	8,515.00
	1	208V/60/3		
	1	70 Degrees F rinse booster (n/c)		
		Extended Total for Item No. 12	8,515.00	
13	3 ea	DISPOSER InSinkEerator Model No. SS-150-5-MRS Disposer, with adaptor for 3.5" to 4" sink opening, 1-1/2 HP motor, stainless steel construction, manual reverse switch	1,430.00	4,290.00
	3	115v, 1 ph		
	3	Syphon breaker 1/2"	47.00	141.00
	3	Solenoid valve 1/2"	82.00	246.00
	3	Flow control valve 1/2"	33.00	99.00
		Extended Total for Item No. 13	4,776.00	
14	2 ea	CONVECTION OVEN, GAS Wolf Range Model No. WKGD-2 Convection Oven, Gas, double deck, solid state controls, electronic ignition, independently operated 50/50 s/s doors w/double pane glass, s/s front, sides & top, 8" painted legs, 44,000 BTU per deck	6,025.00	12,050.00
	2	Natural gas		
	2	115v/60/1-ph, 9.0 amps w/6' cord & plug std. (nc)		
	2	5 hour timer, top oven (nc)		
	2	5 hour timer, bottom oven (nc)		

Item	Qty	Description	Sell Each	Sell Total
	2	8" Casters set of four.	220.00	440.00
		Extended Total for Item No. 14	12,490.00	
15	1 ea	FRYER, DOUGHNUT, GAS-FIRED Pitco Frialator Model No. 24PSSTCSS Donut Fryer, gas, 120 lb. fat cap., solid state thermostat & fat melter, s/s tank and exterior, with submerger and drainboard, 120,000 BTU	3,930.00	3,930.00
				
	1	Natural gas		
	1	120/60/1-ph, NEMP 5-15P, (nc)		
	1	Casters (set of 4)	115.00	115.00
		Extended Total for Item No. 15	4,045.00	
16	2 ea	MOBILE HEATER/PROOFER CABINET, REACH-IN CresCor Model No. 120-PH-1836C Cabinet, Mobile Heater-Proofers, non-insulated, corrugated sides taking (34) 18" x 26" pans, slides on 1-1/2" centers, aluminum exterior and interior, with Lexan door and front drip trough	1,480.00	2,960.00
	2	120v/60/1-ph, 2025 w, 16.9 amp, std. (nc)		
	2	1056-002 Corner Bumpers, for equipment w/plate casters (add 2" to O.A. dimensions), non-marking, gray	71.00	142.00
	2 ea	Dutch doors	206.00	412.00
		Extended Total for Item No. 16	3,514.00	
17	1 ea	FRYER, ELECTRIC, DROP-IN, FULL POT Wells Model No. F-586 Fryer, drop-in, electric, single pot, automatic basket lifts, 15 lb. fat capacity, thermostatic controls, mild steel pot, single full size basket, temp. control system	970.00	970.00
				
	1	21162 208v, 1ph, 60hz, 5.75kw (n/c)		
	1	20161 Basket, half-size (2 per fry pot)	20.00	20.00
	1	21010 Fry Pot Cover	41.00	41.00
		Extended Total for Item No. 17	1,031.00	
18	1 ea	COOKTOP OLDFIELD Model No. PSC484GGZS Thermador 48" cooktop with four star burners and griddle, stainless steel finish, 3/4 gas, 120 volt plug, 47 7/8 x 26 1/2 x 8 1/8.	3,315.00	3,315.00
19	1 ea	OVEN OLDFIELD Model No. CM302ZS Thermador electric oven with microwave, 30" stainless steel convection oven with microwave. 120/208 volt 1 phase.	5,550.00	5,550.00

Item	Qty	Description	Sell Each	Sell Total
20	1 ea	REFRIGERATOR OLDFIELD Model No. JCB2280HES Jenn-air refrigerator, 23 cu. ft. side by side counter depth. Stainless steel finish, 120 volt	2,090.00	2,090.00
21	1 ea	WORK TABLE Eagle Group Model No. T3084SEB-BS Deluxe Work Table, 30"W x 84"L, 16 ga type 304 s/s top w/4-1/2" backsplash, rolled front edge, sq. turndown ends, 18 ga s/s undershelf, 1-5/8" O.D. 16 ga s/s legs, adj high impact plastic bullet feet, uni-lok system SEE SHEET A4	515.00	515.00
	1 ea	E21 Sink, 14" x 16" x 9.5" bowl, complete with faucet and basket drain (specify location)	300.00	300.00
		Extended Total for Item No. 21	815.00	
21.1	1 ea	FAUCET Fisher Model No. 3311 Faucet, deck-mounted, 8" C.C. mixing valve, 8" swing spout, with 1/2" inlets	75.00	75.00
22	1 ea	WORK TABLE Eagle Group Model No. T3084SEB-BS Deluxe Work Table, 30"W x 84"L, 16 ga type 304 s/s top w/4-1/2" backsplash, rolled front edge, sq. turndown ends, 18 ga s/s undershelf, 1-5/8" O.D. 16 ga s/s legs, adj high impact plastic bullet feet, uni-lok system SEE SHEET A4	515.00	515.00
	2 ea	E21 Sink, 14" x 16" x 9.5" bowl, complete with faucet and basket drain (specify location)	300.00	600.00
		Extended Total for Item No. 22	1,115.00	
22.1	1 ea	FAUCET Fisher Model No. 3525 Faucet, deck-mounted, 4" C.C. mixing valve, 6" swing gooseneck spout, with 1/2" inlets	70.00	70.00

MAR 21,2007

OREGON COAST CULINARY INSTITUTE

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KD04149

Item	Qty	Description	Sell Each	Sell Total
23	2 ea	DISHWASHER, UNDERCOUNTER Jackson MSC Model No. JPX-200 Dishwasher, Undercounter, high temperature w/built in 40° rise booster heater, 15 or 30 racks per hr. capacity, 2 or 4 min. cycle, .98 gal water per rack, pumped drain, fully enclosed cabinet base, uses 20" x 20" rack, incl. detergent & rinse aid pumps	2,555.00	5,110.00
	1	208V/60/1, 44.1 amps		
		Extended Total for Item No. 23		5,110.00
24	2	VALLEY Model No. CUSTOM Fab L shaped dishtables w/ 20 x 20x 6 pre rinse sink and slide bars, 3 comp sinks 24x24x14d, 10" high back splash and hole for scrap block.	4,225.00	8,450.00
25	1	START UP HAMILTO Model No. CUSTOM START UP AND CALIBRATION OF EQUIPMENT	755.00	755.00
			Total	142,784.00
			Freight	1,985.00
			Installation	6,145.00
			Grand Total	150,914.00

Curtis Rest. Equip.- Springfield

MAR 21,2007



QUOTATION

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KD05173

Project:
SWOCC - CULINARY
ATTN: CHAD
ATTN: CHEF GREGSON
NORTH BEND, OR 97456-0000

To:

From: KEN DEFFENBACHER

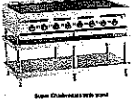
Item	Qty	Description	Sell Each	Sell Total
1	1 ea	 BROILER, GAS, CHAR-TYPE COUNTER Wolf Range Model No. SCB-72-C Charbroiler, 72" Counter Model, Gas, cast iron radiants, 5-1/5"W. reversible grates, pilot ignition, grease drawer, s/s control panel, top rim, stub back & grease trough, s/s sides, 4" adj. legs, 188,500 BTU	4,725.00	4,725.00
	1	Natural gas		
		Extended Total for Item No. 1	4,725.00	
2	2 ea	 BROILER, GAS, CHAR-TYPE COUNTER Wolf Range Model No. SCB-36-C Charbroiler, 36" Counter Model, Gas, cast iron radiants, 5-1/5"W. reversible grates, pilot ignition, grease drawer, s/s control panel, top rim, stub back & grease trough, s/s sides, 4" adj. legs, 87,000 BTU	2,315.00	4,630.00
	2	Natural gas		
	2	SCB36SS-STAND5 Equipment Stand, 36" wide, stainless steel, with 5" casters, for SCB charbroilers	505.00	1,010.00
		Extended Total for Item No. 2	5,640.00	
2.1	1 ea	GAS CONNECTOR KIT Dormont Manufacturing Model No. 1675KITS36 Gas Connector Kit, 3/4" inside diameter, 36" long, with SwivelMax coupling, with coiled restraining device, full port gas valve and 90° street elbow, limited lifetime warranty	149.50	149.50
3	1	Wolf Range Model No. INSTALL Additional time and labor not included on original quote to bring down and install five new pieces of equipment and take back griddles and stand.	695.00	695.00
4	1	Wolf Range Model No. FREIGHT Freight and recreating cost to ship items back to factory.	487.00	487.00

Curtis Rest. Equip.- Springfield

MAR 21,2007

SWOCC - CULINARY

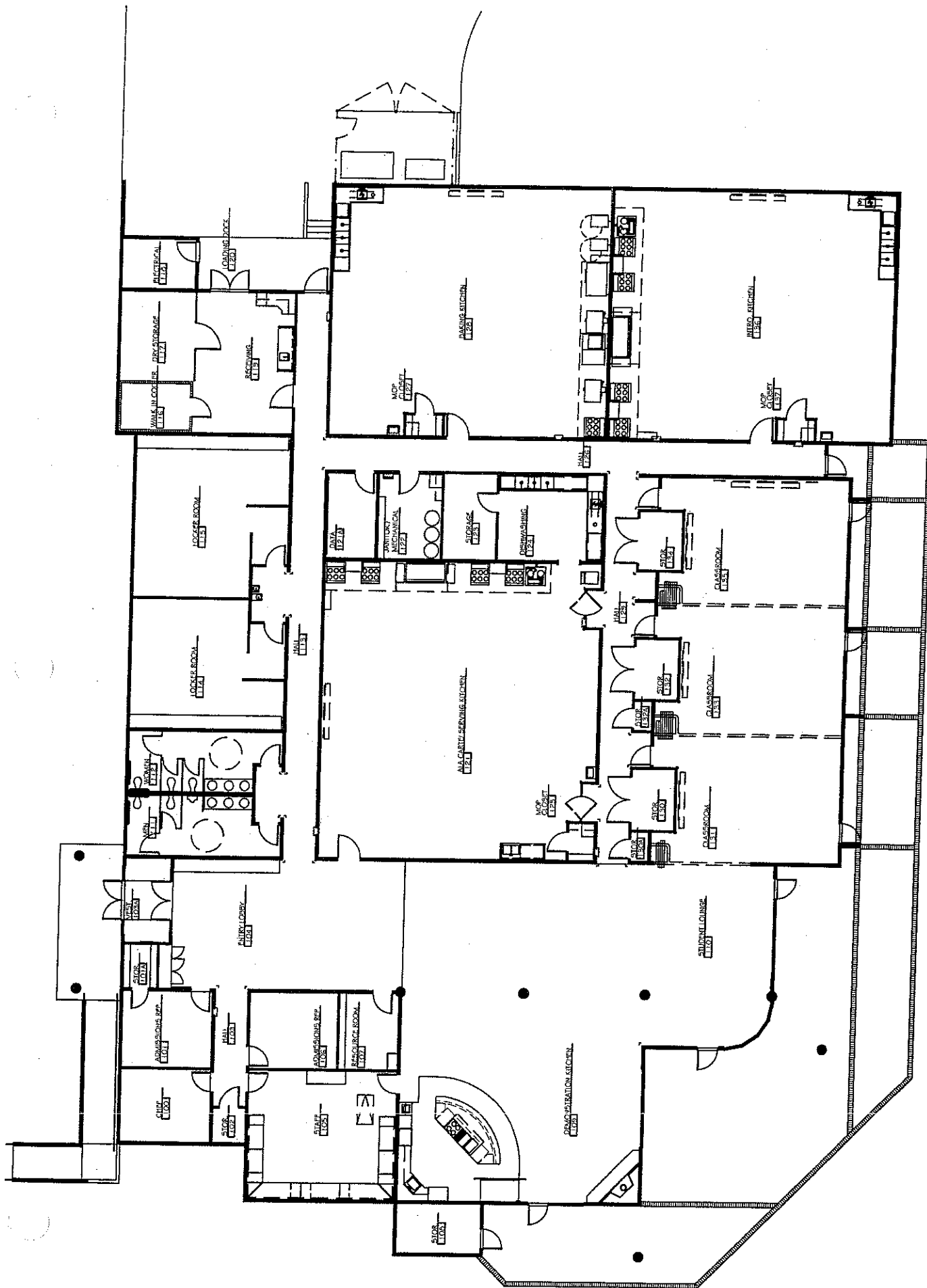
Page 2 of 2
KD05173

Item	Qty	Description	Sell Each	Sell Total
Subtotal				11,696.50
6	1	RESTOCK CHARGE FROM FACTORY Wolf Range Model No. RESTOCK 20% Restock charge from factory, see attached.		
7	1 ea	STAND, COUNTERTOP COOKING EQUIPMENT Wolf Range Model No. KWR72SS-STAND5 Equipment Stand, 72" wide, stainless steel, with 5" casters, for Regency counter models	-816.00	-816.00
				
8	2 ea	GRIDDLE, COUNTER UNIT, GAS Wolf Range Model No. RTG-72-C Griddle, 72" Regency Counter Unit, Gas, 1" plate thickness, smooth polished steel griddle plate, 72" wide x 24" deep grill, thermostatic controls, standard stainless exterior finish.	-2,372.00	-4,744.00
Subtotal				-5,560.00
			Total	6,136.50
			Grand Total	6,136.50

Curtis Rest. Equip.- Springfield

OCCI BUILDING

ROOM	CAPACITY	EQUIPMENT/MEDIA/HOOKUPS	ROOM NAME & NUMBER	1/2 day/ful
DEMO KITCHEN	20	TV Camera, Video Monitors	109	
LOBBY/FIREPLACE	SEATED 130 @ ROUNDS RECEPTION 200		104	\$50/100
ALA CARTE KITCHEN	40	TV Camera, Video Monitors, phone lines, internet	HOLLANDAISE 121	
INTRO KITCHEN	40	TV Camera, Video Monitors, phone lines, internet	ESPAGNOLE 136	
BAKERY KITCHEN	40	TV Camera, Video Monitors, phone lines,internet	GANACHE 128	
LAUNDRY/STORAGE	0		123	
NETWORK RM	0		121A	
RECEIVING DOCK	0	phone line	120	
MEN'S LOCKER	0	phone line	114	
WOMEN'S LOCKER	0	phone line	115	
RESOURCE ROOM	2	computer, internet	107	
RECEPTIONIST/OFFICE-JOHNSON	0	phone line, computer, internet	106	
OFFICE-SHAW	0	phone line, computer, internet	101	
OFFICE-GREGSON	0	phone line, computer, internet	100	
OFFICE-STAFF	0	phone line, computer, internet	105	
PATIO	100	Bar B Que (gas line available)		
CLASSROOM 1*	ROUNDS/36	computer, video projection, internet, white board, phone lines,round tables	BECHAMEL 131	\$25/50
CLASSROOM 2*	ROUNDS/36	computer, video projection, internet, white board, phone lines,round tables	TOMATE 133	\$25/50
CLASSROOM 3*	ROUNDS/36	computer, video projection, internet, white board, phone lines, round tables	VELOUTE 135	\$25/50
* 3 CLASSROOMS COMBINED FOR RECEPTION	100			\$150



Oregon Coast Culinary Institute

Audio/Visual Multimedia Equipment

Exhibit 6.1

Three kitchens – each has the following:

- Two monitors
- One DVD recorder
- One video camera for recording student's work
- One 100 watt amplifier
- Two speakers
- Internet Access

Three Classrooms – each has the following:

- Computer system with Internet access
- One 60 watt amplifier
- LCD Projector
- Two speakers
- Combo VHS/DVD player (except Classroom 3 only has a VHS player)
- Large pull down screen (8' wide)

Note: The three classrooms can be combined into one unit allowing use of LCD projection on a 10' wide screen.

Library/Resource Room Equipment

- Computer system with Internet access.

Lobby and Demonstration Kitchen Equipment

- Eight speakers
- Two monitors
- One DVD recorder
- One 250 watt amplifier
- One video camera for recording student's/chef's work

Equipment used throughout the building:

- One overhead projector
- One slide projector
- One portable screen
- One camera tripod
- Two spot/photography lamps with barn doors
- Seven wireless microphones with receivers:
 - One handheld microphone

Oregon Coast Culinary Institute
Audio/Visual Multimedia Equipment

- Two lapel microphones
- Four headsets
- One Auxpander (Allows for unique configurations of audio throughout the entire building.)

The monitor setup in each of the kitchens and the two located in the lobby, allows for an audience seated in the lobby to view a kitchen's activities. Activities could include a "cook-off", guest chef lecture and demonstration, or student demonstrations.

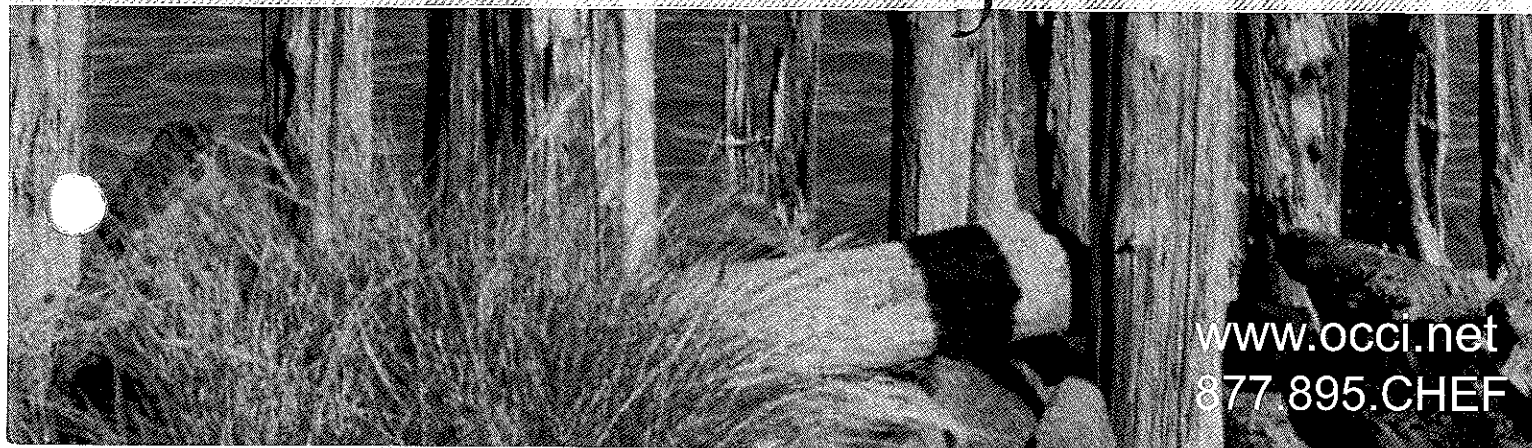
OCCI is "wired" for Wi-Fi. There are network ports in each of the rooms for Internet access.

Discover *the* Art of Cooking

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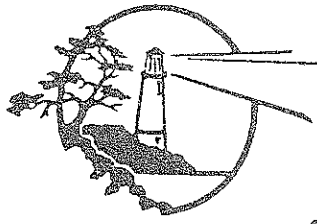


*at the
Heart of the Coast*

Southwestern Oregon Community College

2006/2007 College Overview





SOUTHWESTERN
OREGON
COMMUNITY COLLEGE

COURSE RATING FORM

Instructor's Name _____

Course Number _____

Date _____

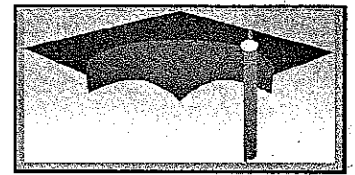
- Rating Scale: A. Always True
 B. Often True
 C. Sometimes True
 D. Seldom True
 E. Never True
 F. Not Enough Information
 NA. Not Applicable

- 1 (A) (B) (C) (D) (E) (F) (NA) The teacher distributed a course outline which clearly identified the course material.
- 2 (A) (B) (C) (D) (E) (F) (NA) This course was well organized.
- 3 (A) (B) (C) (D) (E) (F) (NA) The teacher clearly explained the grading requirements of this course.
- 4 (A) (B) (C) (D) (E) (F) (NA) The teacher clearly described the work required of students.
- 5 (A) (B) (C) (D) (E) (F) (NA) The teacher met and dismissed class at scheduled times.
- 6 (A) (B) (C) (D) (E) (F) (NA) Laboratory sessions were coordinated with lectures and class discussions.
- 7 (A) (B) (C) (D) (E) (F) (NA) The teacher demonstrated the importance and significance of the subject matter.
- 8 (A) (B) (C) (D) (E) (F) (NA) The teacher spoke with expressiveness and variety in tone of voice.
- 9 (A) (B) (C) (D) (E) (F) (NA) The teacher explained course materials clearly.
- 10 (A) (B) (C) (D) (E) (F) (NA) The teacher was aware when students became lost.
- 11 (A) (B) (C) (D) (E) (F) (NA) The teacher kept students aware of their own progress in the course.
- 12 (A) (B) (C) (D) (E) (F) (NA) The teacher encouraged critical thinking and analysis.
- 13 (A) (B) (C) (D) (E) (F) (NA) The teacher presented materials in a manner which aided student learning.
- 14 (A) (B) (C) (D) (E) (F) (NA) The teacher was available to provide assistance to students.
- 15 (A) (B) (C) (D) (E) (F) (NA) Examination questions were related to the course materials.
- 16 (A) (B) (C) (D) (E) (F) (NA) Examinations were returned promptly.
- 17 (A) (B) (C) (D) (E) (F) (NA) Examinations were graded fairly and impartially.
- 18 (A) (B) (C) (D) (E) (F) (NA) This course has taught me a great deal about the subject matter.
- 19 (A) (B) (C) (D) (E) (F) (NA) This course has caused me to want to take another course from this teacher.

PLEASE PLACE COMMENTS ON THE BACK OF THIS FORM.



OCCI GRADUATE SURVEY 2006



1. Please rate your satisfaction on the following skills learned at the Oregon Coast Culinary Institute:

A. Technical Skills

1. Knife Skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

2. Equipment Operation

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

3. Hands-on skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

4. Work ethic

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

5. Management skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

6. Work readiness

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

2. Communication Skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

3. Math Skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

4. Writing Skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

5. Reading Skills

Very Satisfied Satisfied Neutral Not very satisfied Not satisfied at all

6. What was your main objective in attending Southwestern?

- Transfer to a 4-year school Update personal skills
- Earn Associates Degree Other: _____
- Update job skills

7. If you are planning to transfer to another educational institution, please list the institution: _____

8. I would recommend that family or friends attend OCCI?

Yes Maybe No If no, why not? _____

9. Are there any areas of improvement in Enrollment Management that you would like to suggest regarding ... ?

- Admissions Graduation Procedures
- Advising Student First Stop Center
- Counseling WebAdvisor
- Financial Aid Other: _____

Comments and/or recommendations: _____

10. What is your overall impression of OCCI?

Excellent Good Adequate Fair Poor

Survey of Employers 2005-2006

Name of Business: _____

Contact Person: _____

Contact Phone: _____

1.a. Importance of Technical Knowledge

- Extremely Important
- Important
- Somewhat Important
- Not important
- NA or No knowledge

1.b. OCCI Training: Technical Knowledge

- Excellent
- More than adequate
- Adequate
- Inadequate
- NA or No Knowledge

2.a. Importance of Hands On Skills

- Extremely Important
- Important
- Somewhat Important
- Not important
- NA or No knowledge

2.b. OCCI Training: Hands-on Skills

- Excellent
- More than adequate
- Adequate
- Inadequate
- NA or No Knowledge

3.a. Importance of equipment operation

- Extremely Important
- Important
- Somewhat Important
- Not important
- NA or No knowledge

- 3.b. OCCI Training: Equipment operation
 - Excellent
 - More than adequate
 - Adequate
 - Inadequate
 - NA or No Knowledge

- 4.a. Importance of Communication Skills
 - Extremely Important
 - Important
 - Somewhat Important
 - Not important
 - NA or No knowledge

- 4.b. OCCI Training: Communication Skills
 - Excellent
 - More than adequate
 - Adequate
 - Inadequate
 - NA or No Knowledge

- 5.a. Importance of Reading skills
 - Extremely Important
 - Important
 - Somewhat Important
 - Not important
 - NA or No knowledge

- 5.b. OCCI Training: Reading Skills
 - Excellent
 - More than adequate
 - Adequate
 - Inadequate
 - NA or No Knowledge

- 6.a. Importance of Writing Skills
 - Extremely Important
 - Important
 - Somewhat Important
 - Not important
 - NA or No knowledge

- 6.b. OCCI Training: Writing Skills
 - Excellent

More than adequate
Adequate
Inadequate
NA or No Knowledge

7.a. Importance of Math Skills
Extremely Important
Important
Somewhat Important
Not important
NA or No knowledge

7.b. OCCI Training: Math Skills
Excellent
More than adequate
Adequate
Inadequate
NA or No Knowledge

8.a. Importance of Computer Skills

Extremely Important
Important
Somewhat Important
Not important
NA or No knowledge

8.b. OCCI Training: Computer Skills
Excellent
More than adequate
Adequate
Inadequate
NA or No Knowledge

9.a. Importance of Work Ethics
Extremely Important
Important
Somewhat Important
Not important
NA or No knowledge

9.b. OCCI Training: Work Ethics
Excellent
More than adequate
Adequate

Inadequate
NA or No Knowledge

10. Work readiness of OCCI students compared to others:
More work ready
About the same
Less work ready
No basis to compare
Did not rate

Note: ask if the contact would like to comment on how to improve if they are dissatisfied. Get them to be as specific as possible.

COMMENTS:

11. Overall satisfaction with OCCI job preparation and training
Very satisfied
Somewhat satisfied
Somewhat dissatisfied
Very dissatisfied
Did not rate

Note: ask if the contact would like to comment on how to improve if they are dissatisfied. Get them to be as specific as possible.

COMMENTS:

12. Would you hire or recommend OCCI students?

Definitely yes

Qualified yes (with reservations)

Not sure (perhaps)

Note: if not, why not

OFFICE USE ONLY

Caller Name _____

Date contacted _____

Comments:

FACULTY EVALUATIONS

FULL-TIME FACULTY

The faculty evaluation process has been designed for the purpose of maintaining the delivery of high quality educational services to our students and our community. It has as its focus the development of faculty, the improvement of programs, and the collection of substantive information upon which to base personnel decisions.

Full-time tenured faculty are evaluated every three years on a rotational schedule. Probationary (tenure-track) faculty are evaluated annually each fall term. (If problems are noted, all faculty can be evaluated at any time, as needed, and solutions proposed and acted upon.) There are two aspects to the full-time faculty evaluation process: 1) the administrative evaluation; and 2) the peer evaluation process.

A. The administrative evaluation

The administrative evaluation is the responsibility of the Dean of Instructional and Student Services. The dean may delegate the responsibility to conduct the evaluation to the appropriate associate dean or division director depending upon teaching or service area of the faculty member.

At the beginning of the term in which a faculty member is to be evaluated, a meeting is held with the Dean of Instructional and Student Services, the associate deans, division directors, and the faculty members to be evaluated. During that meeting the processes, procedures, and timelines are reviewed. The content of the evaluation is tailored to the assignment of the individual faculty member, but in general consists of:

1. Teaching
2. Other assigned activities
3. Instructor defined evaluation area
4. Assigned release time activities
5. Administrative aspects of instruction
6. Collegiality/Professional demeanor
7. Student evaluations

The faculty member is asked to prepare and present a portfolio of material that supports the evaluation process. This portfolio contains a statement of teaching philosophy or methodology; course outlines, exams, syllabi, and other materials that support instruction; an identification of instructor-defined evaluation area and desired outcomes; a statement identifying the faculty member's involvement with program and/or course development including work with faculty and/or advisory committees/groups; materials documenting the use of assigned release time, outlining goals and objectives, methods and an assessment of results, if applicable; and materials documenting the faculty member's professional relationship to subject matter, students, faculty and institutional involvement, and/or community activity.

The Office of Instruction will conduct student evaluations of all classes taught by tenured full-time faculty the term they are being evaluated. Non-tenured full-time faculty will be

evaluated every term. The results of the student evaluations will be shared with the faculty member and the appropriate division director for inclusion in the peer evaluation process. For non-teaching faculty, appropriate arrangements will be made for student evaluations.

In addition, each faculty member is asked to present a Faculty Staff Development Plan. The aim is to involve the faculty in a process of goal setting. The plan is not a commitment, but a device for involving the faculty in assessment and goal setting. The plan consists of:

1. *CAREER GOALS* - a simple statement which reflects the faculty member's current thinking about future career directions
2. *ANALYSIS OF STRENGTHS AND WEAKNESSES* - a brief statement of perceived strengths the faculty member would like to build upon, and weaknesses he/she would like to work on
3. *ACTIVITIES PLAN* - a three-year plan of development activities with outcomes related to the above.

The *ACTIVITIES PLANS* are used by the Faculty Senate Staff Development Committee in their deliberations relative to recommendations of approval of requests for staff development funds. Copies of their *ACTIVITIES PLANS* are available to faculty members who wish to forward them to the Faculty Senate Staff Development Committee in support of requests.

B. The peer evaluation

The peer evaluation is outlined in the contract between the Board of Education and the Faculty Federation (Article IX - Evaluation). The director of the division to which the faculty member belongs, either by the nature of the teaching area or by assignment, shall be responsible for overseeing the peer evaluation process. The peer evaluation process will use as a basis the portfolio created for the Administrative Evaluation process. This assures that the same basic materials and activities are being evaluated through each process.

Upon the conclusion of the peer evaluation, a written summary of the procedures outlining the membership of the committee, the procedures used and materials reviewed, and the commendations and recommendations of the review committee is prepared by the division director and shared with the faculty member with a copy forwarded to the appropriate associate dean and the Dean of Instructional and Student Services.

C. Review and conference

The Dean of Instructional and Student Services, appropriate associate dean, and division director will then meet to discuss the findings in each process. The associate dean or division director writes a summary of the findings of the administrative evaluation process outlining the procedures and materials reviewed, a summary of the classroom visitation, an evaluation of non-classroom activities, an evaluation of release time activities if any, commendations (if appropriate), areas for improvement (if appropriate), and a summary recommendation. Finally the Dean of Instructional and Student Services, associate dean, division director, and the faculty member meet to review the summary report. The faculty member is asked to sign the summary recommendation affirming that he/she has seen the report, and is allowed to add comments relevant to the process or findings. This final report is placed in the faculty member's personnel file.

If remediation is deemed necessary at this time, the faculty member is asked to produce a FACULTY ACTION PLAN in consultation with the dean or associate dean. This plan outlines steps to be taken, timelines, and expected outcomes. This plan is filed in the faculty member's personnel file until such time as it is completed.

FACULTY EVALUATION PORTFOLIO

1. Statement of Teaching Philosophy/Methodology
2. Course Materials
 - Syllabi
 - Course outlines
 - Instructional materials
3. Program/Course Development (statement)
 - Work with faculty committees/groups
 - Work with advisory committees
 - *Advisory committee minutes as appropriate
4. Assigned Release Time (statement)
 - Definition with goals and objectives
 - Methods
 - Assessment of results
5. Collegiality and Professionalism (statement)
 - Institution
 - Subject matter
 - Students
 - Colleagues and faculty
 - Community
6. Faculty Development Plan

FACULTY DEVELOPMENT PLAN

As a part of the Administrative Evaluation process we ask that each faculty member be involved in a process of conscious goal setting. This process has three parts including goal identification, analysis, and planning.

1. CAREER GOALS [3-4 sentences]

A simple statement that reflects your current thinking about your future career directions. This may include developing proficiency in the area of your current assignment or preparation for alternative positions.

2. ANALYSIS OF STRENGTHS AND WEAKNESSES [one-half page]

A brief, simple statement of what you perceive as the strengths you would like to build upon, and the weakness that you would like to remediate in pursuit of these goals.

3. ACTIVITIES PLAN [one page]

A three-year activities plan with outcomes related to the above and a general timeframe in which you would like to accomplish these activities. Activities could include visitations, courses, workshops, conferences, coaching, community activities, travel, independent study, etc. Indicate if you plan to complete the activity in year one, two, or three. A possible format might be:

1. In order to improve my knowledge of my subject area and related areas, I plan to undertake the following;
2. In order to improve my teaching methods, delivery, and awareness of issues of the classroom in the 1990's, I plan to undertake the following;
3. In order to enhance my future career development, I plan to undertake the following.

ADMINISTRATIVE EVALUATION OF FACULTY

Purposes of Evaluation

Tenure track faculty and visiting faculty:

1. Development of faculty - diagnosis for improvement and staff development
2. Improvement of program, e.g., individual courses, sequence for majors
3. Personnel decisions (recommendations for retention and/or tenure; annual increment)

Tenured faculty:

1. Development of faculty - diagnosis for improvement and staff development
2. Improvement of program, e.g., individual courses, sequence for majors
3. Recommendations for annual increment
4. Renewal, revitalization and quality assurance

Note: Termination of tenured faculty can only be carried out by the Board for "just cause." Substantiation of cause generally requires that due process parameters have been met; such as counseling, progressive discipline, etc.

Assumptions about the Evaluation Process

The evaluation process will be ...

Systematic - Data will be collected in an organized manner and procedures applied consistently for all faculty.

Comprehensive - All major responsibilities will be evaluated and multiple sources of information will be used in the evaluation process.

Public - Procedures will be published in writing before the process begins.

Flexible - Flexibility will be built into the process to fit the varying circumstances of different instructional units and faculty.

Values

Rigorous process which nurtures and acknowledges excellence

Open dialog with and direct feedback (written and oral) to the faculty member undergoing formal evaluation.

Outcome Orientation

1. Positive reinforcement
2. Identify areas for improvement
3. Develop remediation process/professional development plan
4. Recommend tenure or continued employment to the Board of Education
5. Assessment of major strengths and weaknesses from a learner's viewpoint

Sources of Data may Include

1. Course outlines, exams, syllabi, classroom observation(s)
2. Current and follow-up student assessments
3. Advisory committee/program evaluation
4. Administrator/manager review of duties assigned outside the teaching area; e.g., advising, coaching, counseling, division director or coordination activities, library services, other release time activities

Content of Evaluation

1. Teaching
2. Other assigned activities
3. Instructor defined evaluation area
4. Assigned release time activities
5. Administrative aspects of instruction
6. Collegiality/Professional Demeanor



Assessment Summary

DRAFT 03/17/2007

Administrative Area:

2006-2007

Professional and Technical Division

Instructional Area:

Scheduled Assessment Year

Program / Unit: Oregon Coast Culinary Institute

Progress toward

Section I: / achievement of prior goals and strategies

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures	Status and Impact	Person Responsible
2. Students 6. Collaborative Relationships	Build enrollments	continual	internal data collection	enrollments have grown	All, Tom Nicholls
1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources	Secure new facility	Open July 2005		complete	College
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	Design Baking and Pastry Arts Program	03-04		complete	Chef Shaw
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 6. Collaborative Relationships	Review Culinary Arts Program	Fall 2003 to Fall 2006		program reviewed and modified	Joanna Blount, Chefs, Blake Bowers
2. Students 4. Physical & Human Resources 6. Collaborative	Build and refine recruiting program	ongoing	student surveys, internal data collection	ongoing – have hired an OCCI recruiting specialist – identified	All, Tom Nicholls

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures	Status and Impact	Person Responsible
Relationships				recruiting opportunities	

Section II: SWOT Analysis – Identify Strengths, Weaknesses, Opportunities and Trends

STRENGTHS Generally internal to department	WEAKNESSES Generally internal to department	OPPORTUNITIES Generally external to department	TRENDS Generally external to department
New executive director	Need ACF accreditation for Culinary Arts	Southwestern environment for students	State of Oregon lack of funding for community colleges
Credentialed chef instructors	Need ACF accreditation for Baking and Pastry Arts.	Housing available for students	Stiff competition for culinary students nationally
New state-of-the-art facility	Need more extern sites	TLC for instructional help for chef instructors	Cost of recruiting and difficulty reaching students
Good Culinary Arts program	Need more students	Many professional chefs interested in program and becoming partners or on advisory committee	Keeping up with current culinary trends
Good Baking and Pastry program	Need more graduates	Community interested in community education classes and program	Keeping up with technology and current equipment
Good marketing and recruiting program	Chef instructors need more instructional support	BDC workforce training grants and workshops	Cost of food increasing
Support of college administration and staff	Programs in transition	Internal externships sponsored through OCCI	
Good reputation of graduates by extern sites	Need active advisory committee		
Innovative, energetic, dedicated faculty and staff	Need regional and national recognition and reputation		
Part of larger college			

Section III: Identify goals, strategies, measures, resources and impact as a result of the SWOT analysis

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures (list more than one measure for each goal & location of supporting documentation)	Resources and Impact	Person Responsible
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	GOAL 1: MARKETING AND RECRUITING Strategies: 1.1. COLLEGE FAIR ATTENDANCE BY OCCI CHEFS AND STAFF	every Fall quarter and as scheduled	<ul style="list-style-type: none"> ▪ Student not interested in receiving any more information. ▪ Student interested in receiving more information and being contacted. ▪ Can we schedule a date to make a campus/OCCI visitation? If so, schedule the visitation. Mention \$300.00 credit if they make the visit and subsequently enroll in OCCCI. ▪ Student has indicated a time by which they will make their decision. Question to prospective student: Do you know when you will your decision as to whether or not you will attend OCCCI will be made. ▪ Representative will report on quality of College Fair and whether or not it was well attended. ▪ Representative will report on what went wrong, what went right, what is needed to improve our participation in College Fairs. 	To recruit students into the OCCCI program, and to make contact with high schools and high school instructors that have culinary programs. This will occur every year in the fall, unless evaluations show that activity is not productive to purpose, i.e., we do not recruit students to OCCCI through this program.	Chef Hanlin, Tom Nichols, Chef Instructors
1.2. OCCI/HIGH SCHOOL MENTOR/ARTICULATION RELATIONSHIPS		Fall 2006 and as scheduled throughout year	The evaluation for this program will be done by keeping track of the number of students that are recruited into the OCCCI program on an annual basis from high schools with which OCCCI has a	The basis for this program is the recruitment of students into the OCCCI program. Marketing and recruitment is a people	Chef Hanlin, Tom Nichols, Chef Instructors

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
			Mentor/Articulation agreement.	business. The more people that hear about OCCI and develop relationships with OCCI the more students we will recruit to our programs. The more articulation agreements that we have with high school culinary programs (ProStart, Skills USA, and Family and Consumer Sciences) the more positive relationships we will develop with these high school instructors and their students.	Chef Roberts
	1.3. THE OREGON COAST INVITATIONAL	Spring 2007	The program will be evaluated on an annual basis – before and after the competition to determine how to better market the event, get greater participation, and to determine how many of the students that participated in this event actually enroll in OCCI programs in subsequent years. There should be a participant and high school instructor evaluation instrument through which information can be gained as to how to make the experience more meaningful for the high school teams.	Purpose is to have OCCI better known within high school culinary programs and to recruit high school students into OCCI programs.	Chef Roberts
	1.4. UPDATE OF OCCI WEB SITE AND WEB PAGES	Fall 2006	When OCCI's web site is fixed, data should be collected	Once these problems are fixed then the OCCI	WebMaster with Chef

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
			<p>periodically – at least once a month – on active leads generated through the web site and the number of “individual” hits on the OCCI web site. If these numbers decline dramatically over a period of time, the web site will have to be re-examined to determine that the web site is still functional with commonly used internet search engines. If it is not, the web site will have to be re-designed and fixed so that it is functional with internet search engines.</p>	<p>web site is going to have to be updated with relevant, accurate, up-to-date, information in an attractive format. Right now the tuition charged on the web site is incorrect at \$19,000 per year when it is really \$19,500. Some of the new items that could be presented on the OCCI website are: faculty and credentials, examples or where our students have completed their internships, an up-to-date video of the building with actual students in the building, a FAQ section, the OCCI advantage, and a form for prospects to fill out that will create leads for further recruitment actions.</p>	Hanlin
	1.5. A SUMMER INSTITUTE FOR HIGH SCHOOL CULINARY INSTRUCTORS AND STUDENTS	Summer 2007	<p>Upon completion of the training there will be a survey instrument that will be filled out by participants that will provide the following information: what was good about the program; what was bad about the program; and how the program can be improved from the ProStart instructor’s viewpoint.</p>	<p>This program would assist high school culinary instructors in their professional development and also give them the opportunity to visit and interact with OCCI staff and instructors. Such program familiarity would eventually lead to a</p>	Chef Nilda Dovate

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
	<p>1.6. USING CULINARY DIRECTORIES ON THE WEB FOR LEAD ACQUISITION.</p>	<p>Fall 2006 continuous</p>	<p>Records will be kept on the following:</p> <ol style="list-style-type: none"> 1.) Monthly costs. 2.) Number of leads provided by directory service to OCCI. 3.) How leads were followed up. We must develop a process where we do what we have to do to convert the leads into students. We must also create a program, if possible, to get these leads converted into enrollments much earlier than in September of each year. What are our options in this regards: (A.) Reducing tuition; (B.) providing free books, knife sets, uniforms; (C.) Anything else? 4.) Conversion rates of these leads to enrolled students. 5.) If more than one 	<p>respected and quality culinary and baking and pastry program at OCCI/Southwestern that would eventually translate into students from the high school instructor's programs subsequently enrolling in OCCI programs.</p> <p>If OCCI is going to market and recruit nationally not only does the OCCI web pages have to be maximized to produce quick results based upon search engines algorithms, but OCCI should also be using "directly company" services to produce "leads".</p>	<p>Chef Hanlin and Tom Nicholls</p>

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
			<p>directory service is utilized each directory service must be analyzed regarding number of leads provided in specific time frames, quality of leads, and data collected on (2.), (3.) and (4.) for each directory service provider.</p> <p>6.) All of the above data must be analyzed on a monthly basis.</p>		
	<p>1.7. ADVERTISING THROUGH COMCAST IN ONE OR MORE METRO AREAS ON WEST COAST</p>	<p>Fall 2006 continuous</p>	<p>Cost per lead and conversion rate of leads.</p>	<p>We believe, but it must be reviewed, that OCCI is doing an acceptable job in marketing to high school students that are graduating that have an interest in pursuing culinary arts. We need to develop a marketing plan for the non-traditional student, and using Comcast for this purpose is one alternative.</p>	<p>Chef Hanlin and Tom Nicholls</p>
<p>2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships</p>	<p>GOAL 2: INSTRUCTIONAL: Strategies: 2.1. LENS TRAINING FOR OCCI FACULTY</p>	<p>2006-2007 Academic Year</p>	<p>Faculty will submit to the OCCI Director a quarterly report on what LENS module they have covered in that term.</p>	<p>In order to provide the best quality of instruction that we can our instructors should be required to take this training over a two year period. It is simply a form of continued professional</p>	<p>All instructor chefs</p>

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
				<p>development and should be required of all Faculties in OCCI and at the College. It is also a fact that many of the faculty at OCCI and the College have not had any formal training in teaching and learning outcomes, and in many instances faculty have not taught in their prior professional experience.</p>	
	<p>2.2. EXTERNSHIP POSITIONS WITHIN OCCI PROGRAMS</p>	<p>Winter quarter 2007</p>	<p>It is purposed to have two Externship positions within OCCI for the four quarters of instruction. Each externship position would be for 19 hours per week for two, eleven week quarters. One externship would be in Baking and Pastry and one externship position would be in culinary. These two externship positions roughly equate to one, full-time employee. With these resources a Bake Shop with weekly specials and a Weekly Luncheon will be created within OCCI. These externship positions will be self-supporting through product sales.</p>	<p>This program will help our students obtain for excellent externship positions. We expect that students will complete keenly for these positions. Successful and quality externship positions/experiences will help to define the quality of OCCI programs, which in turn should help with recruitment and retention of students.</p> <p>This program will also help to create a perception of high quality within the campus and general community. Although we expect to initially</p>	<p>Chef Hanlin as Culinary Director, Chef Shaw as Baking and Pastry Director</p>

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
				<p>limit the operations of these two programs (The Bake Shop, and The Chef's Table) we hope that ultimately the general public will be customers.</p> <p>Both projects will be high quality, and will define OCCI and its programs in the minds of campus staff and the general public that OCCI is a quality program, producing quality graduates, and quality products.</p>	
	2.3. EXTERNSHIP POSITIONS OUTSIDE OF OCCI PROGRAMS	Fall 2007 continuous	Once program is developed, data should be collected on an annual basis each fall quarter to see how many of the OCCI students that have completed their course work are enrolled in an externship	The two main reasons why students do not complete their OCCI program that students do not complete their externships, and the second is that that students do not complete their remediation and academic course work. In this section, we will deal with external externships.	All
	2.4. INSURING THAT RESPONSIBLE STUDENTS COMPLETE ACADEMIC PORTION OF OCCI PROGRAM	Fall 2006 continuous	Student progress should be monitored on a bi-weekly or weekly basis to insure that the students are remediate within the first six months of the program. It has to be determined who will	To insure that we are doing all that we can to help students be academically successful.	All OCCI staff

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures (list more than one measure for each goal & location of supporting documentation)	Resources and Impact	Person Responsible
			do the monitoring and who will work with the students on the IEP.		
	2.5. IMPROVING EFFICIENCY AND PROGRAM CONTENT OF BOTH OCCI PROGRAMS	Winter 2007	These problems are either fixed or they are not fixed.	The OCCI program must be a quality program otherwise the marketing, recruitment, and retention issues will be moot.	All plus Instructional Director
1. Leadership 2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	GOAL 3: MANAGEMENT & ADMINISTRATION: Strategies: 3.1. EFFECTIVE MANAGEMENT STRATEGIES FOR THE OREGON COAST CULINARY INSTITUTE.	Continuous	Suggest monthly evaluations for two year period about: 1.) Personnel Issues. 2.) Marketing and Recruitment Programs. 3.) Programmatic issues. a. Report on all projects that have presented and approved for implementation.	Ineffective leadership and management will lead to a poor program, poor decisions, and poor morale. The OCCI programs will not reach their full potential.	Chef Hanlin
	3.2. ACF ACCREDITATION VISIT IN SPRING OF 2007 AND PREPARATION OF OCCI SELF-STUDY	Spring 2007	Self-study report and subsequent visitation by ACF Team should result in accreditation of OCCI through the American Culinary Federation in the summer or fall of 2007.	It is critical that OCCI receive the accreditation from the American Culinary Federation for program marketing, recruitment, and program integrity	All, Joanna Blount, Linda Kridelbaugh
	3.3. REINVIGORATING THE ADVISORY COMMITTEE FOR OCCI	Fall 2006	Created or not.	The OCCI programs need a functioning, effective, advisory body if OCCI programs will be productive and successful.	Chef Hanlin

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures (list more than one measure for each goal & location of supporting documentation)	Resources and Impact	Person Responsible
<ul style="list-style-type: none"> 2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships 	<p>GOAL 4: PROFESSIONAL: Strategies:</p> <p>4.1. CREATION OF AMERICAN CULINARY FEDERATION CHAPTER ON THE SOUTH COAST.</p>	<p>Winter 2007</p>	<p>The ACF South Coast Chapter is either created within the next six to eight weeks or it is not. Since chapter membership requirements are that you need 25 members, but students can comprise any number of these 25 members there is no reason why an ACF South Coast Chapter cannot be created in a timely manner.</p>	<p>To promote the culinary professions, create better public relations between OCCI and the community and culinary professionals on the South Coast. Will also provide a vehicle for our students to begin their professional careers by joining the ACF as junior members.</p>	<p>Chef Shaw</p>

Southwestern's strategic plan for 2006-2009 focuses on the following goals, effectiveness indicators and measures:

GOALS	EFFECTIVENESS INDICATORS	MEASURES (being developed)
1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	A. Enrollment	A.1 Increase enrollments by 3% A.2 Increase part-time enrollments by 5% A.3 Increase in-district enrollments by 5%
	B. Student & Community Satisfaction	B.1 Increase student services satisfaction B.2 Increase community satisfaction B.3 Increase student learning ???
	C. Retention	C.1 Increase retention of first-time full-time freshman by 3% C.2 Increase retention of ALSP transition students by 3% C.3 Increase retention of remedial students by 3%
	D. Completion	D.1 Increase completion rate by 3% D.2 Increase total awards by 3% D.3 Increase athletic completion by 5%
	E. Employee Satisfaction	E.1 Increase employee morale E.2 Increase employee efficiency E.3 Increase
	F. Revenue	F.1 Increase tuition revenue by F.2 Increase enterprise by F.3 Secure increased grant funds by 3%

Section IV: Qualitative and Quantitative Assessment – List the performance and improvement methods identified to support Section III

Performance and Improvement Methods	Goal	Strategy	Person Responsible & Location of Supporting Documentation
Internal data collection	1	1-7	Chef Hanlin, Jamie Peck, Tom Nichols OCCI Admin Offices, Enrollment Management Office
Self-report measures assessing perceptions, student evaluations, administrative evaluations	2	1	Chef Hanlin, All teaching chefs OCCI Admin Offices, HR
Self-report measures assessing perceptions	2	2	Chef Hanlin, Chef Shaw, Chef Roberts OCCI Admin Offices
Student and employer surveys	2	3	Chef Hanlin; OCCI Admin. Offices
Locally developed tests or standardized Tests, Student, employer and alumni surveys, Satisfaction surveys, Graduation Surveys	2	4-5	Chef Hanlin OCCI Admin Offices
Self-report measures assessing perceptions	3	1	Chef Hanlin, Linda Kridelbaugh OCCI Admin Offices
Internal data collection	3	2-3	Chef Hanlin, Linda Kridelbaugh OCCI Admin Offices
Internal data collection	4	1	Chef Hanlin OCCI Admin Offices

Performance and Improvement Methods

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
<ul style="list-style-type: none"> • Locally developed tests or standardized Tests • Faculty-created rubrics • Essays • Blind-scored projects • Professional exams • Capstone experience or course • Juried review of projects, exhibitions and performances • Portfolio assessment • Certification & placement exams 	<ul style="list-style-type: none"> • Exit interviews of students • Student, employer and alumni surveys • Graduation and transfer rates • Job placement data • Satisfaction surveys • Observing and recording students' behaviors • Self-report measures assessing students' perceptions of what they've learned 	<ul style="list-style-type: none"> • Student self-evaluations • Point-of-service surveys • Focus Groups • Graduation Surveys • ACT • CCSSE • Observations (number of participants, number of inquiries, reaction of participants, etc.) • Satisfaction surveys • Internal surveys and interviews
<p>This list is to provide a sample of methods and instruments available to faculty and staff and is meant to stimulate ideas for other methods</p>		

Recommendations/comments on assessment instruments and process

- Include the full wording of the six goals from the strategic plan.

PROJECT 1:

COLLEGE FAIR ATTENDANCE BY OCCI CHEFS AND STAFF

DATE:

September 27, 2006

START DATE:

Fall, 2006, and every fall there after.

WHAT:

OCCI Representation at College Fairs held in Pacific Northwest, Alaska, Nevada, and Northern California. Currently, SOCC representatives are scheduled to attend College Fairs. This project will incorporate representatives from OCCI to also be in attendance at as many of these College Fairs as possible in the fall of each year.

WHY:

To recruit students into the OCCI program, and to make contact with high schools and high school instructors that have culinary programs. This will occur every year in the fall, unless evaluations show that activity is not productive to purpose, i.e., we do not recruit students to OCCI through this program.

WHO IS RESPONSIBLE:

OCCI Director and Tom Nicholls. The following positions will also be involved in attending the College Fairs on an as-needed-basis: Chefs in OCCI, and OCCI Student Services Representative.

All staff associated with the OCCI program: OCCI Director, Chefs (All of them), Makayla Pedey, OCCI Recruiter, and Tom Nicholls. Associated staff from Tom Nicholl's office that go to College Fairs for recruitment purposes. Specific names for fall 2006 are Dr. Stephen Kridelbaugh, Chef Nilda DoVale; Chef Tom Roberts, Chef Dale Fowler, Chef Kevin Shaw, Makayla Pedey, and staff from Tom Nicholl's office.

Tom Nicholls, the OCCI Director, and Chefs will be responsible for planning who will go and what will be accomplished and this should be accomplished as-soon-as it is determined what College Fairs will be attended in the fall.

WHERE and WHEN:

This program will start will in the fall, 2006. The vast majority of College Fairs are scheduled in the fall of each year. This is to be an on going program that will be conducted every year by the OCCI staff and the Marketing and Recruiting arm of the College. This year, 2006, it ended up being a rush job in trying to put everything together for the majority of College Fairs that occur in October and early November. In the future, the schedule, who will attend, etc., should be put together in the late spring of

each year, so that planning, travel arrangements, and appointments can be made with local high school culinary programs.

It is my understanding that the College Fairs will be held in the following cities in the fall of 2006:

<u>CITY</u>	<u>DATES</u>	<u>WHO</u>
Anchorage, Alaska	10/30 - 31	D. Fowler
Seattle, Washington	11/2-3	S. Kridelbaugh
Spokane, Washington	11/7	K. Shaw
Portland, Oregon	11/5-6	K. Shaw
Northern Nevada, Nevada	11/12-17	N. DoVale
Boise, Idaho	10/30	K. Shaw

HOW:

- 1.) Tom Nicholls and OCCI Director will establish what College Fairs will be attended in the subsequent fall, and schedule OCCI personnel to attend the College Fairs. OCCI staff will be kept informed about this program and its schedule, so that the necessary arrangements to cover classes can be made well in advance.
- 2.) Travel Arrangements: Travel arrangements will be made in conjunction with Tom Nicholls. OCCI will be responsible for all travel costs for OCCI representation. Travel arrangements will be made by individuals that will attend the specific College Fairs. Travel arrangements and how OCCI classes will be covered will be made in advance of the planned trips.
- 3.) OCCI Representatives will be responsible for taking marketing materials with them for display at the College Fair.
- 4.) Action Items at College Fairs:
 - a. Meet and Greet, hand out materials on OCCI, (be prepared to answer questions on general college and OCCI program, such as programs available at College and OCCI, schedule, costs, etc.);
 - b. Take contact information and try to establish how serious each inquiry is about career choice. (How do we do this - establish how serious career choice is.); ask contacts if it is ok to follow up.
 - c. Representatives must have general knowledge about other post secondary, culinary programs in geographical area in which College Fair is being held and how well our OCCI programs (culinary and baking and pastry) stack up against this competition in respect to time of attendance, costs, quality of living, quality of instruction, facilities, teaching credentials, books, uniforms, knife sets included in tuition, student housing, etc. This is not the time to criticize other culinary programs, but it is the time to establish important differences in our favor in the prospective student's mind.
 - d. Make sure to mention that if student visits OCCI and SOCC campus that they will receive \$300.00 credit off of tuition if the student subsequently

each year, so that planning, travel arrangements, and appointments can be made with local high school culinary programs.

It is my understanding that the College Fairs will be held in the following cities in the fall of 2006:

<u>CITY</u>	<u>DATES</u>	<u>WHO</u>
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- 3.) OCCI Representatives will be responsible for taking marketing materials with them for display at the College Fair.
- 4.) Action Items at College Fairs:
 - a. Meet and Greet, hand out materials on OCCI, (be prepared to answer questions on general college and OCCI program, such as programs available at College and OCCI, schedule, costs, etc.);
 - b. Take contact information and try to establish how serious each inquiry is about career choice. (How do we do this - establish how serious career choice is.); ask contacts if it is ok to follow up.
 - c. Representatives must have general knowledge about other post secondary, culinary programs in geographical area in which College Fair is being held and how well our OCCI programs (culinary and baking and pastry) stack up against this competition in respect to time of attendance, costs, quality of living, quality of instruction, facilities, teaching credentials, books, uniforms, knife sets included in tuition, student housing, etc. This is not the time to criticize other culinary programs, but it is the time to establish important differences in our favor in the prospective student's mind.
 - d. Make sure to mention that if student visits OCCI and SOCC campus that they will receive \$300.00 credit off of tuition if the student subsequently

- enrolls in OCCI. This is offered to defray travel expenses for making a visit to OCCI and College campus.
- e. Prospective student should be directed to the OCCI and SOCC website, possibly at site at the Career Fair location.
 - f. Individuals representing OCCI should have a rudimentary understanding of federal financial aid programs.

We will need to have up-to-date, quality, marketing and recruitment materials that highlight all of the advantages of attending OCCI and SOCC: brochures, catalogs, cds, etc. These should be in packets so that these materials can be kept together.

- 5.) Who will make follow-up calls, when will this be done (There should be a no later than date as to when prospective students should be contacted.), How will records be kept and where will these records to kept on prospective students. What process will be developed to insure that prospective students are contacted on a regular basis? Someone is going to have to keep track of who was contacted, when they were contacted, by whom they were contacted, and enrollment status of prospective student.
- 6.) Evaluation of OCCI/College Fair Program.
 - a. Each OCCI representative will file a written report on the number of students talked to, and the grade of interest of the each prospective student.
 - i. Student not interested in receiving any more information.
 - ii. Student interested in receiving more information and being contacted.
 - iii. Can we schedule a date to make a campus/OCCI visitation? If so, schedule the visitation. Mention \$300.00 credit if they make the visit and subsequently enroll in OCCI.
 - iv. Student has indicated a time by which they will make their decision. Question to prospective student: Do you know when you will your decision as to whether or not you will attend OCCI will be made.
 - v. Representative will report on quality of College Fair and whether or not it was well attended.
 - vi. Representative will report on what went wrong, what went right, what is needed to improve our participation in College Fairs.

BUDGET:

The proposed budget is as follows: Travel Costs: There is a total of 13 days that staff will be out of office in travel mode.

Airfare – Fairs visited in Alaska, Spokane, Boise, and possibly Seattle will have use airlines for travel. It is estimated that air travel for this four events will be approximately \$2,000.

Automobile - Cars will have to be rented during visitations to Alaska, Spokane, Boise, Seattle, Northern Nevada, and Boise. This would be between 16 and 20 days at \$50.00 per day, so \$800.00 to \$1,000.00.

Lodging and Food: We have a total of 18 days in transit, so food and lodging costs are estimated to be \$150.00 per day, so \$2,700.00.

Total travel costs for College Fairs and Visiting Culinary Programs near Fair sites is approximately \$6,000.00.

EVALUATION:

Leads will be collected at each College Fair. These leads will be tracked, and contacted periodically by someone within the Marketing and Recruiting arm of the College or OCCI. Once a month the leads will be reviewed by staff involved in marketing and recruiting to determine where the lead is at in respect to the recruitment funnel. During the summer of each year for the first two to three years of this program the total number of leads, the total number of conversions, and the program costs will be evaluated as to whether or not the College Fair program is successful.

PROJECT 2:

OCCI/HIGH SCHOOL MENTOR RELATIONSHIP

DATE:

September 27, 2006

START DATE:

Fall, 2006, and as scheduled throughout year

WHAT:

OCCI Chefs and Program Director will establish a Mentor/Articulation Agreement between culinary programs in high schools and the OCCI. Initially, mentor relationships will be established at schools geographically close to OCCI, except for those high schools that are close by to where College Fairs are located.

WHY:

The basis for this program is the recruitment of students into the OCCI program. Marketing and recruitment is a people business. The more people that hear about OCCI and develop relationships with OCCI the more students we will recruit to our programs. The more articulation agreements that we have with high school culinary programs (ProStart, Skills USA, and Family and Consumer Sciences) the more positive relationships we will develop with these high school instructors and their students.

WHO IS RESPONSIBLE:

Responsibility for this program will fall to the Director of OCCI, the OCCI faculty, and the College's Marketing and Recruitment Office. The OCCI Director will ultimately be responsible for this program. The actual creation of the Mentor/Articulation Agreements will fall upon the shoulders of the OCCI Director and the OCCI faculty, because it is these people that will be working with the high school culinary instructors.

WHERE AND WHEN:

This program will begin in the fall of 2006. Specific OCCI staff will be assigned to specific high schools. We will also contact those schools close to cities in which OCCI staff will be attending College Fairs. We will make contact with these culinary high school instructors, preferably by telephone, to determine their interest in this program. If interested we will send them a packet of OCCI materials, and after a brief period of time OCCI staff will reconnect to determine if the high school instructors have an interest in creating a Mentor/Articulation Relationship.

HOW:

- 1.) OCCI staff will make contact with high school culinary instructors. High school programs will be identified, selected, OCCI staff assigned. Initially, we will use ProStart high schools because they are readily identified. Ultimately,

OCCI should look to any culinary program in high schools, such as Skills USA and Family and Consumer Sciences. The OCCI mentor will visit the high school culinary program at least once a year to interact with high school instructor and students.

- 2.) OCCI will develop Mentor/Articulation Program. This includes action steps and materials to support the OCCI/High School relationship.
 - a. A form for initial contact information that includes teacher's name, type of culinary program at high school (ProStart, Skills USA, Family and Consumer Sciences, or no affiliation), and all pertinent information on high school instructor: name, address, telephone numbers, FAX number, and email contact information.
 - b. The Articulation Agreement will be produced on quality paper, presented in a formal document, and the following signatures spaces will be present on the form: For the high school: High School Superintendent, High School Culinary Instructor, any other signatures wanted by the high school. For Southwestern and OCCI: College president, Dean of Instruction and Student Services, Director of OCCI, and OCCI instructor.

If the following is not included in the articulation agreement it should be placed in the agreement:

- i.) OCCI and OCCI instructor agreement to serve as in a mentor relationship to high school culinary program.
 - ii.) OCCI will allow high school instructor to select one student a year to receive a \$1,500.00 scholarship to attend OCCI. Preliminary basis for selection will be based upon academic performance, dedication to a career in culinary arts, personal performance such as attendance and motivation, and culinary skills.
- c. Faculty will have to make arrangements to have classes covered in their absence.

BUDGET:

The significant costs associated with this activity are travel costs. Some high school visits will be made in conjunction with OCCI staff attendance at College Fairs, while other contacts will be made on an individual basis with travel to a single high school. The budget will also depend upon how many Mentor/Articulation agreements that OCCI has with participating high schools. Initial allocation of resources will be \$2,500 for travel purposes.

EVALUATION:

The evaluation for this program will be done by keeping track of the number of students that are recruited into the OCCI program on an annual

basis from high schools with which OCCI has a Mentor/Articulation agreement.

Both Externship positions meet the requirements of an externship. Externs will practice their craft and run a business. They will be responsible for all aspects of their respective operations: publicity, development of menu and products, taking orders, customer service, inventory, handling of money, determining profit and loss, budget, etc. It does not get "real world" more than these two externship positions at OCCI.

WHY:

This program will help our students obtain for excellent externship positions. We expect that students will complete keenly for these positions. Successful and quality externship positions/experiences will help to define the quality of OCCI programs, which in turn should help with recruitment and retention of students.

This program will also help to create a perception of high quality within the campus and general community. Although we expect to initially limit the operations of these two programs (The Bake Shop, and The Chef's Table) we hope that ultimately the general public will be customers.

Both projects will be high quality, and will define OCCI and its programs in the minds of campus staff and the general public that OCCI is a quality program, producing quality graduates, and quality products.

WHO IS RESPONSIBLE:

The OCCI Director will be responsible for this project and provide leadership and assistance to both Externs. Needless-to-say, all of the Chefs will work with these interns to insure that the Bake Shop and the Chef's Table are successful operations. The externs will be responsible for running/operating the Bake Shop and the Chef's Table.

WHERE AND WHEN:

We would like to start ASAP. Since both the Bake Shop and the Chef's Table will be self-supporting there will be no institutional or OCCI funds used to operate these two programs. As described above, baked products will be ordered by 5:00 PM on Tuesdays and picked between 2:30 and 4:00 PM on Thursdays. The baked products will also be used in the weekly Chef's Table luncheons.

The Chef's Table luncheons will be held every Friday from 11:30 AM to 1:00 PM adjacent to the demonstration kitchen in the OCCI facility. These programs will run throughout each academic quarter and all summer. These programs will not be on the College's traditional summer schedule.

These luncheons will be total quality in product and service. Linens will be on the tables with quality china glass ware and silverware. Participants will be able to interact with the chefs as their luncheon is prepared. Chefs may give a brief presentation of the meal to participants prior to making the luncheon.

HOW:

These programs will be publicized to current and past OCCI students in need of an externship position. Selection of the externs will be by the OCCI Director with direct input from the Chefs in each respective program. Given the responsibility that these extern positions will demand it is critical we seek and obtain top students seek these positions.

Each position will be for 19 hours a week for 11 weeks for two quarters. There will be a total of four such Externship positions in order to cover the OCCI instructional year.

It is expected that if absolutely necessary, students in the OCCI programs can assist in each of these endeavors, but such work will not be a regular part of the Baking and Pastry or Culinary program. The Chef's Table will also provide an opportunity for OCCI students in both programs to receive "front-of-the-house" experience: customer relations, serving, etc.

BUDGET:

There will be no budgetary impact upon either the OCCI or College resources. Both the Bake Shop and the Chef's Table will be self-supporting.

We will have to order place settings with OCCI logo, water and wine glasses with the etched logo, etc.

There will be linens on the tables and linen napkins. Silverware will have to be ordered. Flowers will be on the tables.

There will have to be line items created for these two programs in the OCCI budget.

Budget development, tracking, etc., is expected to be a significant part of each extern's learning experience.

EVALUATION:

These programs will be evaluated by the OCCI Director and involved OCCI faculty to insure program integrity and budgetary issues. Initially,

this evaluation should be accomplished on a weekly basis to find and fix problems in any aspect of the programs so that these programs are successful. After start-up the programs should be reviewed on a bi-weekly or monthly basis with meetings with OCCI Director, involved OCCI faculty, and the externs.

PROJECT 4: EXTERNSHIP POSITIONS OUTSIDE OF OCCI PROGRAM

DATE:

October 2, 2006

START DATE:

Fall 2006

WHAT: To provide the necessary support and leadership to insure that students within OCCI programs complete their externship quarter as-soon-as-possible upon completing their course work. Currently, out of 49 students that have completed their course work before fall quarter, 2006, there are only 21 students registered for an externship position. Not only does the OCCI programs lose revenue because students do not complete their externship position, but our students are not successfully completing their programs. This is not good for program integrity, our students, and marketing and recruiting.

WHY: The two main reasons why students do not complete their OCCI program that students do not complete their externships, and the second is that that students do not complete their remediation and academic course work. In this section, we will deal with external externships.

WHO IS RESPONSIBLE:

Ultimate responsibility for locating an externship position resides with the student. However, the program should be doing all that it can in a timely fashion to insure that our students have an externship position well before all course work is completed in the summer quarter.

The Director of the OCCI program and program instructors must work together to motivate students and assist students in locating externship positions.

One of the culinary chefs should take advantage of the fact that Chef Shaw's contact at the Pentagon is will to create "On Board" externship positions for the culinary side of our program. These externship positions would be on-board a naval vessel for a three month period. If this program were taken by the individual culinary chefs each year, it would result in a commitment to do this program every two to three years.

WHERE AND WHEN:

Elements of a good program to support our students in locating an externship should have the following elements.

- a.) The program should start very soon after the beginning of the fall quarter. Students should be reminded that it is there responsibility to find an externship position,

but OCCI has a great responsibility in providing tools, leadership, and motivation to help our students locate an externship quickly upon completion of their academic work.

- b.) Student's Electronic Portfolio: We should schedule the classes that will help our students develop their electronic portfolio. Should computer science be first or should the art class be first? What other actions are needed to put, and keep on the front burner, for our students the externship position.

HOW:

A program has to be developed with emphasis on keeping the development and obtainment of an externship position by our students. Could a part of each ten week term be devoted to externships with our students. Who is responsible for helping our students develop their e-portfolios for use in seeking an externship. What is the schedule for the development of student's e-portfolio. Could this be a part of the regular program in each cohort?

Steps in a good Externship Program:

- 1.) Students are made aware of the importance of the externship experience. That it is required for graduation. Students are told this early in the program and reminded of these points throughout their classes. Timelines established for students to develop their e-portfolio, which are well understood and publicized so there is absolutely no confusion on student's part as to what needs to be done and by when.
- 2.) Students are made aware that it is their responsibility, with much assistance from the program in locating an externship.
- 3.) Students are made aware early on in the program that they must develop an e-portfolio of their skills, techniques, and abilities that will be used to obtain an externship position.
- 4.) That the program must develop materials and provide necessary tools so that students can develop professional e-portfolios. Camera and lighting equipment so that digital photographs can be taken. Software programs that students can use to develop their e-portfolios. Training in camera and software programs.
- 5.) OCCI has to develop a program to assist students locate externship locations upon completion of their academic portion of their program.

- 6.) When appropriate, Chefs should help students if the chefs believe students are truly exceptional, and chefs know of a good externship location.
- 7.) A library of well planned and developed e-portfolios should be put on reserve in the College library.

BUDGET:

A digital camera and lighting system has to be acquired for students to use in developing their e-portfolios. If necessary, software programs have to be acquired for students to use in the development of their e-portfolio. Estimated cost is between one-thousand and fifteen hundred dollars.

Support in resources (human and otherwise) must be committed to funding externship positions. As an example, a student wishes to have an externship position in Oak Harbor, Washington. We need to know what food service businesses are in or near Oak Harbor and a letter should be sent to them telling them of our program and the student. We should ask them if an externship position is possible.

EVALUATION:

Once program is developed, data should be collected on an annual basis each fall quarter to see how many of the OCCI students that have completed their course work are enrolled in an externship.

PROJECT 5: THE OREGON COAST INVITATIONAL

DATE: September, 28, 2006

START DATE: Spring, 2007

WHAT: OCCI will host a culinary competition based upon Pacific Rim seafood for high school culinary programs. High schools will be invited to send a team of four students and a high school instructor for this competition.

WHY: Purpose is to have OCCI better known within high school culinary programs and to recruit high school students into OCCI programs.

WHO IS RESPONSIBLE:

The OCCI Director and OCCI staff. Chef Tom Roberts will have lead responsibility for the 2006/2007 year during program startup.

WHERE AND WHEN:

The Oregon Coast Invitational will be held once a year in late winter or early spring. If at all possible, it will be scheduled so that it can serve as a pre-competition for the state wide ProStart culinary competition for high schools in Oregon. The event will be held on the campus of Southwestern Oregon Community College in the Oregon Coast Culinary Institute. It will happen over a Friday evening and Saturday.

HOW:

ProStart schools will be contacted in the fall of each year about the Oregon Coast Invitational. We will have to develop a letter and brochure promoting the event. Dates will have to be selected and high schools with culinary programs identified to which materials can be sent. If at all possible, Chefs should make an effort to personally contact high school instructors to discuss event.

At this time, it is purposed to invite the high school instructor, a team of four students and their parents. High school teams will be housed in Student Housing at a minimal cost. Parents are invited in order for them to see OCCI and Southwestern in the hopes that once on-campus they will want to send their children to OCCI.

There will be awards for 1st, 2nd, and 3rd places. Awards will consist of a large trophy that can be displayed in high schools with OCCI prominently displayed on trophy. Teams for 1st, 2nd, and 3rd places will also receive a \$2,000.00, a \$1,500.00 and a \$1,000.00 scholarship, respectively, to attend

OCCI. Students will also receive a chef's jacket with the OCCI logo prominently displayed.

It is our hope that the costs to the high school teams and the parents of participants can be held to an absolute minimum in order to encourage participation. We are looking at a housing charge of \$20.00 to \$25.00 per participant.

BUDGET:

The following costs will be associated with the event.

Communications costs associated with telephone, mailings, and brochure production. Estimate is \$200 - \$300 per year.

Food Costs: OCCI staff will work with vendors and seafood companies to get donations for this competition. In the event that there are no donations it is expected that food costs will be (how many dollars) per high school team.

Chef Jackets: 40 participants (10 teams) at \$12.00 per jacket is \$480.00

Trophies: \$300.00 to \$500.00 per event. We want these trophies to be nice enough so that they will be predominantly displaced in the high schools.

Total costs for this project are estimated to be no more than \$1,000.00 per year.

EVALUATION:

The program will be evaluated on an annual basis – before and after the competition to determine how to better market the event, get greater participation, and to determine how many of the students that participated in this event actually enroll in OCCI programs in subsequent years. There should be a participant and high school instructor evaluation instrument through which information can be gained as to how to make the experience more meaningful for the high school teams.

PROJECT 6:

**CREATION OF AN AMERICAN CULINARY
FEDERATION SOUTH COAST CHAPTER**

DATE:

September, 2006

START DATE:

As-Soon-As-Possible

WHAT:

Creation of a South Coast chapter of the American Culinary Federation

WHY:

To promote the culinary professions, create better public relations between OCCI and the community and culinary professionals on the South Coast. Will also provide a vehicle for our students to begin their professional careers by joining the ACF as junior members.

WHO IS RESPONSIBLE:

Chef Dale Fowler

WHERE AND WHEN:

Initial meetings could be at OCCI, but the meeting could move around the South Coast as needed.

HOW:

Contact culinary professionals on South Coast. Elicit membership and Create local ACF chapter.

BUDGET:

No budgetary impact.

EVALUATION:

The ACF South Coast Chapter is either created within the next six to eight weeks or it is not. Since chapter membership requirements are that you need 25 members, but students can comprise any number of these 25 members there is no reason why an ACF South Coast Chapter cannot be created in a timely manner.

PROJECT 7: LENS TRAINING FOR OCCI FACULTY

DATE: September, 2006

START DATE: 2006-2007 Academic Year

WHAT: Purchase LENS program on cd. It is also available on iStream. The LENS program consists of six modules to assist faculty in becoming better instructors and to promote learning. The LENS (Learning Exchange Networks) materials focus on 7 different areas of curriculum design including: creating the positive learning environment, learning outcomes, teaching strategies, technologically mediated instruction, assessment and evaluation, and the innovative career. The LENS materials were originally developed at Humber College, in Toronto Canada, and have undergone significant review and revision to be made available to League colleges. Johnson County Community College in Kansas City and the Dallas County Community College District have worked in partnership with Humber college to update, review and pilot the materials over the past two years. Representatives from these three colleges will share their experiences and innovative implementation plans with participants. The LENS learning modules are self directed modularized units of instruction that can be adapted and imported in electronic form, to incorporate into existing programs or to use in developing programs.

WHY: In order to provide the best quality of instruction that we can our instructors should be required to take this training over a two year period. It is simply a form of continued professional development and should be required of all Faculties in OCCI and at the College. It is also a fact that many of the faculty at OCCI and the College have not had any formal training in teaching and learning outcomes, and in many instances faculty have not taught in their prior professional experience.

WHO IS RESPONSIBLE:

Director of OCCI and individual OCCI Instructors to complete the LENS modules within a two year period. The OCCI Director will also complete the LENS program over this two-year period.

WHERE AND WHEN:

LENS can be acquired on both cd, and it is available on the League for Innovations iStream vehicle. Faculty will be given two years in which to complete all six modules in the LENS program.

HOW:

Purchase LENSs on cd for use of OCCI faculty. Provide faculty with League for Innovation web site and password for iStream use to access LENSs program on computer.

BUDGET:

Cost of LENSs on cd is \$1,000. The College already belongs to the League and has purchased the rights to use the LENSs system on iStream. Do we have to pay another \$1,000 for the LENSs program on cd?

EVALUATION:

Faculty will submit to the OCCI Director a quarterly report on what LENSs module they have covered in that term.

PROJECT 8:

EFFECTIVE MANAGEMENT STRATEGIES FOR THE
OREGON COAST CULINARY INSTITUTE

DATE:

September, 2006

START DATE:

On Going

WHAT:

With knowledge gained since in the Director's position and reflection of past actions by myself I have come to the realization that the OCCI program has not had good, effective, programmatic, leadership for a number of years. What I mean by this is a manager/administrator/leader within the OCCI Director's position that can create a vision, create a Team out of OCCI employee's, manage that vision, provide accountability and leadership to the OCCI staff, create accurate measures of success and evaluate those measures, and do the day-to-day administrative tasks.

Management and leadership of the program have got to be centralized. It should not take the involvement of three or four administrators/managers to fill a teaching position in ART 118 for the OCCI programs.

WHY:

Ineffective leadership and management will lead to a poor program, poor decisions, and poor morale. The OCCI programs will not reach their full potential.

WHO IS RESPONSIBLE: College Leadership

WHERE AND WHEN:

Measurable, effective, agree upon, goals should be established for the new director, and the new director, OCCI staff, and the College's Marketing and Recruitment Office must be held accountable for these program goals.

HOW:

A good search and selection process.

BUDGET:

It must be realized that successful Executive Chefs in management positions have salary requirements that are well above \$60,000 per year. It my understanding that an Executive Chef with good management skills commands \$65,000 to \$80,000 a year at a mid-level operation.

EVALUATION:

Suggest monthly evaluations for two year period about:

- 1.) Personnel Issues.
 - 2.) Marketing and Recruitment Programs.
 - 3.) Programmatic issues.
-

- a. Report on all projects that have presented and approved for implementation.

PROJECT 9:

UPDATE OF OCCI WEB SITE AND WEB PAGES

DATE:

September, 2006

START DATE:

Needs to be Accomplished ASAP

WHY:

The current OCCI web site is not being found by search engines, specifically Goggle. This is a very technical issue and has to do with what is on the OCCI web pages, and not how the web page looks. The issue revolves around "key words" and how our OCCI web site/pages are linked to other web sites and pages on the internet. If internet users searching for culinary institute(s) through Goggle, Yahoo, or Ask search engines do not find us, then they will not know of OCCI. This is a major problem and it is very technical. In a search on Goggle with the search words "culinary institutes" on September 28, 2006, OCCI did not appear in the first ten pages of responses. Most internet users will not go through ten pages of responses when searching – too cumbersome and time consuming. OCCI's web site is not functional when the Goggle search engine is used by internet users.

We are also lacking one of the biggest pluses of the OCCI program on our web pages: a good visual presentation of our brand new building. There is one picture on the OCCI web site at this time of the front of the new building. This also should be corrected ASAP.

Once these problems are fixed then the OCCI web site is going to have to be updated with relevant, accurate, up-to-date, information in an attractive format. Right now the tuition charged on the web site is incorrect at \$19,000 per year when it is really \$19,500. Some of the new items that could be presented on the OCCI website are: faculty and credentials, examples of where our students have completed their internships, an up-to-date video of the building with actual students in the building, a FAQ section, the OCCI advantage, and a form for prospects to fill out that will create leads for further recruitment actions.

WHO IS RESPONSIBLE:

Avena Singh will try to fix the "search engine" problem so that OCCI comes up when specific "key words" are typed in for a search engine, but the bigger issue of improving the OCCI web site remains unsolved. Avena Singh will be assuming her new duties as Financial Aid Director momentarily. The Dean of Instruction and Student Services and College President will have to decide where these "web site" problems reside in the "list of things to be done" and "when they will be done".

The authority and corresponding responsibility for the OCCI program has to be given to the OCCI Director, within responsible, common, management guidelines. Please see PROJECT: PROGRAM MANAGEMENT.

WHERE AND WHEN:

The longer these problems with OCCI's web site go unresolved, then the longer we will not have a web site that does not market and recruit students to the OCCI programs.

HOW:

At this time, how and who is not decided except for Avena Singh working on the search issue problem. Resources will have to be committed in people and/or funds to fix OCCI's web site. The improvement of OCCI's web site would be a good "first project" for the new Webmaster that will be on board in two weeks. The search engine issue has got to be fixed ASAP.

BUDGET:

Either institutional resources such as the Webmaster will have to be assigned to this project, or funds will have to be expended to hire an outside consultant.

EVALUATION:

When OCCI's web site is fixed, data should be collected periodically – at least once a month – on active leads generated through the web site and the number of "individual" hits on the OCCI web site. If these numbers decline dramatically over a period of time, the web site will have to be re-examined to determine that the web site is still functional with commonly used internet search engines. If it is not, the web site will have to be re-designed and fixed so that it is functional with internet search engines.

This problem of search engines finding specific web sites is an organic and active process. It changes weekly, if not daily, and someone has to keep track of how functional and accurate OCCI's web site is on a monthly, if not weekly basis.

HOW:

Program will be put together with input from ProStart instructors. Surveys will be conducted to determine the level of interest, what program elements and costs would be attractive to ProStart instructors, and what times during the summer would be most appropriate.

BUDGET:

Program would be self-supporting.

EVALUATION:

Upon completion of the training there will be a survey instrument that will be filled out by participants that will provide the following information: what was good about the program; what was bad about the program; and how the program can be improved from the ProStart instructor's viewpoint.

PROJECT 11: USING CULINARY DIRECTORIES ON THE WEB FOR LEAD ACQUISITION

DATE: October 3, 2006

START DATE: ASAP

WHAT:

There are now directories that summarize specific clusters or groupings for internet search engines to focus upon. These directories, which are businesses, also pay search engine companies to have their companies/directories on the first page of each search engine results. They make internet searches more efficient for people using the internet by grouping similar objects. One such object is "culinary schools or institutes". Their initial business model was to provide results free for a specific length of time, after which there would be a charge "per lead" for each "lead" forwarded to the entity that has signed up with these directory companies. Last year OCCI was physically on a number of these "directory" companies pages for free, and apparently last year the majority of these "directory" companies started to charge users a "per lead" fee. They are not cheap. One "directory" company that OCCI was with last year that was free is now charging \$35.00 per lead for national searches. If one makes an internet search for "culinary institutes" on the Google search engine the Western Culinary Institute and the Oregon Culinary Institute are always first-page results. A similar search on Google for the Oregon Coast Culinary Institute does not produce a result for the Oregon Coast Culinary Institute until after the 1st ten pages of results. (I did not look beyond ten pages of results through the Google search.)

WHY:

If OCCI is going to market and recruit nationally not only does the OCCI web pages have to be maximized to produce quick results based upon search engines algorithms, but OCCI should also be using "directly company" services to produce "leads".

WHO IS RESPONSIBLE: OCCI Director and Tom Nicholls

WHERE AND WHEN:

Directory companies will be contacted and one or two of them will be utilized to test this marketing and recruiting tool for OCCI. We will look for companies that allow us to opt out at any point in time if this marketing and recruitment tool is not productive over a two to four month period of time during the test period.

HOW:

Contract with one to two Directory Companies to begin implementation of this marketing and recruitment tool for fall 2007.

BUDGET:

This is not an inexpensive marketing and recruitment tool. In conversation with a provider they said that their services normally provide 100 to 150 "leads" per month. At \$35.00 per lead this translates into a monthly charge of \$3,500.00 to \$5,250.00 per month. The good news is that the representative said that the conversion rate of "lead" that eventually enroll in college is six percent (6%).

If this conversion rate is correct – and the only way to insure that this conversion number is correct is by keeping records - than this marketing and recruitment tool would provide a significant number of students to OCCI programs. When looked at in this light, this marketing and recruitment tool is not that expensive.

We will budget \$10,000 to test this marketing and recruitment tool beginning within the next two to four weeks.

EVALUATION:

Records will be kept on the following:

- 1.) Monthly costs.
- 2.) Number of leads provided by directory service to OCCI.
- 3.) How leads were followed up. We must develop a process where we do what we have to do to convert the leads into students. We must also create a program, if possible, to get these leads converted into enrollments much earlier than in September of each year. What are our options in this regards: (A.) Reducing tuition; (B.) providing free books, knife sets, uniforms; (C.) Anything else?
- 4.) Conversion rates of these leads to enrolled students.
- 5.) If more than one directory service is utilized each directory service must be analyzed regarding number of leads provided in specific time frames, quality of leads, and data collected on (2.), (3.) and (4.) for each directory service provider.
- 6.) All of the above data must be analyzed on a monthly basis.

PROJECT 13: INSURING THAT RESPONSIBLE STUDENTS COMPLETE ACADEMIC PORTION OF OCCI PROGRAM

DATE: October 5, 2006

START DATE: ASAP

WHAT:

A program must be put in place to motivate students in need of remediation to successfully complete their remediation within the first six months of their program. OCCI students not completing the required academic course work is one of the main reasons that students do not complete the OCCI program and graduate.

WHY:

To insure that we are doing all that we can to help students be academically successful.

WHO IS RESPONSIBLE:

All OCCI staff, ALSP staff, instructors of academic courses, and the tutoring center.

WHERE AND WHEN:

All segments of the OCCI program and College programs (ALSP and the Tutoring Center) must work together to develop a program that provides assistance to OCCI students and recording keeping to insure progress is being made by our students.

HOW:

OCCI director in working with college and program staff will have to develop a program to identify students, create an IEP, and methods to track student success on a weekly or biweekly basis.

BUDGET:

There should not be new significant budgetary impact upon OCCI or College resources.

EVALUATION:

Student progress should be monitored on a bi-weekly or weekly basis to insure that the students are remediate within the first six months of the program. It has to be determined who will do the monitoring and who will work with the students on the IEP.

PROJECT 14: IMPROVING EFFICIENCY AND PROGRAM CONTENT
OF BOTH OCCI PROGRAMS

DATE

October 5, 2006

START DATE:

ASAP

WHAT:

Same Academic Classes at the Same Time: There is no educationally sound reason as to why OCCI students – it does not matter what program they are in – do not receive the same academic educational content in the same academic term. Math, Speech, English, Art, Health, and Computer Science should be taught in the same term to both culinary and baking and pastry students. The academic classes must be on the OCCI schedule. The Computer Science class in the summer of 2006 was on an eight week institutional summer schedule while this cohort had eleven weeks of culinary classes.

Large Class Training for State Requirements in Food Handling and Liquor Control: Students in both OCCI program should receive their food handlers training at the same time in the same academic terms. There is no academically sound reason why this class cannot be taught to 100 students as easily as it is to 15 students. The same can be said for training programs dealing with liquor, etc.

General Education Requirements: State regulations require that the general education requirement for vocational/professional technical programs is nine (9) credit hours. Southwestern require that vocational/professional technical students have twenty (20) credits of general education. How do our general education requirements compare to other culinary and baking and pastry programs? If we are seriously out of line with other programs someone should be asking the question – why? Do our students really have to have Culinary Math I and II, plus Math 70? Could not our students be required to give a class presentation once a term on some aspect of their program in order to introduce “speech” into our curriculum. This appears to be an institutional decision, and this institutional decision if it has a negative impact upon the OCCI programs should be reviewed and fixed.

Planning and Scheduling: The academic classes have not been of a quality that reflects well upon the College or OCCI. Four weeks of instruction in an Art course that is scheduled for eight weeks in the summer of 2006 is not acceptable. An instructor not showing up for the first three classes of a term with no explanation is not acceptable. Finding instructors for the academic classes at the last minute on a continual basis is not acceptable. There are many reasons why OCCI students in the 2005/2006 academic year were frustrated and angry and much of this anger and frustration had to do with the foregoing aspects of the academic portion of the OCCI program.

Responsibility for the OCCI program must be centralized so that accountability and responsibility is centralized. It does not make sense to have to go through three administrators to get an art class scheduled and an instructor located to teach the class. Current management of the academic courses leads to much finger pointing and no one being held accountable or responsible.

WHY:

The OCCI program must be a quality program otherwise the marketing, recruitment, and retention issues will be moot.

WHO IS RESPONSIBLE:

Centralize the authority and responsibility for all aspects of the OCCI program with the Director of the OCCI program. Only the Vice President for Instruction and Student Services and the College President can make the decision to centralize authority and accountability for OCCI programs.

WHERE AND WHEN:

These problems need to be fixed as-soon-as possible.

HOW:

Either the program will be improved in respect to all aspects of the OCCI program or the program will continue to muddle along with unhappy students, poor accountability, and a mediocre program.

BUDGET:

There should be no budgetary impact.

EVAULATION:

These problems are either fixed or they are not fixed.

PROJECT 16: THE CREATION OF A FUNCTIONING ADVISORY COMMITTEE THAT SUPPORTS AND IS OF BENEFIT TO OCCI, ITS STUDENTS, AND ITS PROGRAMS.

DATE: October 5, 2006

START DATE: ASAP

WHAT:

Review the membership of the current advisory committee. Determine if more members are required to provide a broad representation of the food services industry. Create a list of prospective members and invite them to become a member of this body.

WHY:

The OCCI programs need a functioning, effective, advisory body if OCCI programs will be productive and successful.

WHO IS RESPONSIBLE: OCCI Director

WHERE AND WHEN: ASAP

HOW:

See above. There must be at least two meetings a year. Thought should be given to insure that these meetings do not waste the time of the committee members and that significant problems are identified with which the advisory committee can provide their leadership and assistance in resolution of problems and issues.

BUDGET:

Budgetary impact would be dinners for advisory committee.

EVALUATION:

On-going by Director and OCCI Staff.

Oregon Coast Culinary Institute

Class Schedule May 22, 2007

Instructors: Chef Nilda DoVale and Chef Tom Roberts

- 8:00-9:30Lecture: Inventory and/or nutrition
- 9:30-10:30Demonstration: Cleaning tenderloin, making duxelle, working with puff pastry, tourne, and assembling beef Wellington.
- 10:30- 12:00Lab: Prepare beef Wellington, make espagnole and béarnaise, tourney potatoes, peel, blanch and shock asparagus, and make duxelle.
- 12:00-12:15Plating, presentation and critique
- 12:15-12:45Lunch
- 12:45-1:30Clean and debrief

Instructional outcomes

Additional Resources Available In Reading Room
ACF ACCREDITATION VISIT
May 22, 2007 – May 23, 2007

College Budget Documents:

2002-2003
2003-2004
2004-2005
2005-2006
2006-2007

College Catalogs:

2002-2003
2003-2004
2004-2005
2005-2006
2006-2007

Courses Binder:

Class Schedules
College official outline
Exam copies for each course
Syllabi for each course/Lesson Plans

Faculty Evaluations: (secure folder):

Administrative of Instructors
Student Evaluations of Faculty

Faculty Portfolios:

Nilda Dovale Faculty Portfolio
Tom Roberts Faculty Portfolio

Institutional Surveys Binder:

Graduate Survey
Employer Phone Survey

Marketing material:

Print
Web page
College CD

Meeting Minutes Binder:

Advisory Committee Minutes
Faculty Meeting Minutes

Self-Study Notebook

Student Work Binder:

Externship folders
Portfolios – Student

Student Files Binder:

Current students
Graduates
Withdrawn students

Textbooks for all courses



License Number _____

LICENSED FACILITY INSPECTION REPORT

Establishment OREGON Culinary Coast Institute Inspection Date 3-23-07
Street Address _____ City _____ Zip _____
County _____ Licensee _____

Score (if applicable): NA Complied Failed to Comply
Inspection Type: Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Facility Type: Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
 Traveler's Accommodation (OAR 333-029) Organizational Camp (OAR 333-030)
 RV Park (OAR 333-031) Bed and Breakfast (OAR 333-170)

Consult

This is a notification of violations found during a sanitation evaluation of your facility. Such violations may result in denial, suspension or revocation of your license. Closure of the facility may result from uncorrected violations. You may obtain a hearing for any denial, suspension, revocation or closure by contacting the licensing agency. Such hearings are in accordance with ORS Chapter 183.

OAR#	Specific Problem	Correction & Time Limit	
		Time	Time
	THIS inspection is Billed for by the Numbers in left Column Reflect	Hour	Time
	Rule	<u>W 9:00</u>	<u>Out 11:30</u>
	* Code Numbers preceded by * Are Considered "Critical" Violations in a Restaurant & would warrant corrections to immediately take place		
* 3-501.17(18)	Food that is Potentially Hazardous (PHF) & is ALSO Ready to EAT Must be date marked for use within 7-Days ^{in Cold Holding} From the Time it is opened from a sealed pack OR From the Time it has been prepared & MADE Ready To EAT, According to which ever is "OLDEST" (Freezing Suspends Day Count) Examples: OT of YOGURT & Gal Milk (in Espanol) Sliced Cantaloupe & Bulk Ham (in Walk-in) Rivotta cheese walk-in		
Operator <u>Veritas</u>	<u>This Rule Does not Apply To Hard Cheeses</u>	Sanitarian <u>Rick</u>	Phone _____

Please call your local county environmental health office if you have questions about your license, fees, facility inspections or how to obtain a Food Handling Certificate.
If you need this form in an alternate format call: (971) 673-0451.
White-County Copy Yellow-Licensee Copy



License Number _____

LICENSED FACILITY INSPECTION REPORT

Establishment OCCT Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County COOS Licensee _____ Seats/Units/Rooms _____

Score (if applicable): _____ Complied Failed to Comply

Inspection Type: Consult
 Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Facility Type:
 Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
 Traveler's Accommodation (OAR 333-029) Organizational Camp (OAR 333-030)
 RV Park (OAR 333-031) Bed and Breakfast (OAR 333-170)

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OAR# Specific Problem Correction & Time Limit

OAR#	Specific Problem	Correction & Time Limit
* 3-302.11	READY TO EAT FOODS MAY NOT BE STORED UNDERNEATH OR AGAINST RAW ANIMAL PRODUCT OR OTHER POTENTIAL CONTAMINANTS	
	Examples: Bread loaves under Raw Beef #1 Store Room Freezer	
	Blueberry Bag, 3 gal Ice cream Below in front of Raw Veal	#2 Store Room freezer
	Case of Strawberries under Raw Veal & Raw Pork	Ganache freezer
	lime sherbert & sliced Deli Turkey under Raw Chicken Stock	Hollandaise freezer
	Cranberries under "Duck Parts"	Demo freezer
	Cran juice Concentrate under & Bread loaves slightly lower & in front of Raw food	Espanol freezer
* 4-106.11	Food Contact Surfaces & Food Storage Containers NEED TO BE MADE OF NON-DETERIORATING MATERIALS - UNLESS OTHERWISE LABELED AS "FOOD GRADE" ONLY USE CLEAR OR WHITE PLASTIC BAGS FOR FOOD STORAGE	
	Operator <u>[Signature]</u> Sanitarian <u>Rick</u> Phone _____	Black plastic Garbage Bag used for Bread Espanol freezer

Please call your local county environmental health office if you have questions about your license, fees, facility inspections or how to obtain a Food Handling Certificate.

LICENSED FACILITY INSPECTION REPORT

Establishment OCCI Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County Coos Licensee _____ Seats/Units/Rooms _____

Score (if applicable): _____ Complied Failed to Comply

Inspection Type:

- Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Consult

Facility Type:

- Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
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OAR# Specific Problem Correction & Time Limit

* 7-201.11	Chemical product & cleaning compounds are to be segregated from food & food related articles. These potential toxins should NEVER be stored over or against food related areas & are best stored in dedicated area.	Spray bottles of glass cleaner is on the same shelf with milk crates holding disposable food storage containers. REST wall Espanol
	Note ✓ Spray bottles of sanitizer is hanging from a dry rack in store room. ITS not directly over a food but its not stored logically.	
	Violations @ ✓ Numerous food related articles are scattered on the moment... shelves of mop/chemical closet in Espanol such as chives, saran wrap & several dishes.	
2	There is likely a better way to segregate... Consider the utility of providing hooks to hang mops on over the mop sink(s). IT may help to air dry mops & better allow routine cleaning/flushing of the mop sink.	
Operator <u>Walton</u>	Sanitarian <u>Fick</u>	Phone _____

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LICENSED FACILITY INSPECTION REPORT

Establishment OCCI Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County Coos Licensee _____ Seats/Units/Rooms _____

Score (if applicable): _____ Complied Failed to Comply Consult

Inspection Type:
 Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Facility Type:
 Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
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OAR#	Specific Problem	Correction & Time Limit
4-903.11	Protect Food Containers & Utensils from Contamination	
	By providing a suitable covering or by protecting the food surface by inverting in storage - pans in Hollandaise	
	putting handles facing up toward user	
	instead of what the surface that will go into users mouth - Tasting spoons in Espanol	
	ALSO Consider MEANS TO keep Tasting Spoons	
	INSIDE Container, Clean from Accumulating Dust	
	"Some jurisdictions" Require Equipment & Utensils on	
	premises to carry ANSI approval for sanitation. Items of	
	Question include Sieves, strainers in Hollandaise	
	4-101.11 Milk crates in Espanol	
	4-202.16 Broken wooden spoon & base of spatula	
	4-205.10	
4-501.11	Metal shavings are obvious on table mounted can opener in	
	Hollandaise - Change blade off to prevent - maintain blade integrity	

Operator [Signature] Sanitarian [Signature] Phone _____

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If you need this form in an alternate format call: (971) 673-0451.



License Number _____

LICENSED FACILITY INSPECTION REPORT

Establishment OREGON Culinary Coast Institute Inspection Date 3-23-07

Street Address _____ City _____ Zip _____

County _____ Licensee _____ Seats/Units/Rooms _____

Score (if applicable): NA Complied Failed to Comply

Consult

Inspection Type:

- Semi-annual Annual Biannual Complaint Pre-opening Re-inspection Complete

Facility Type:

- Food Service/Vending/Commissary (OAR 333-150) Mobile Unit (OAR 333-162)
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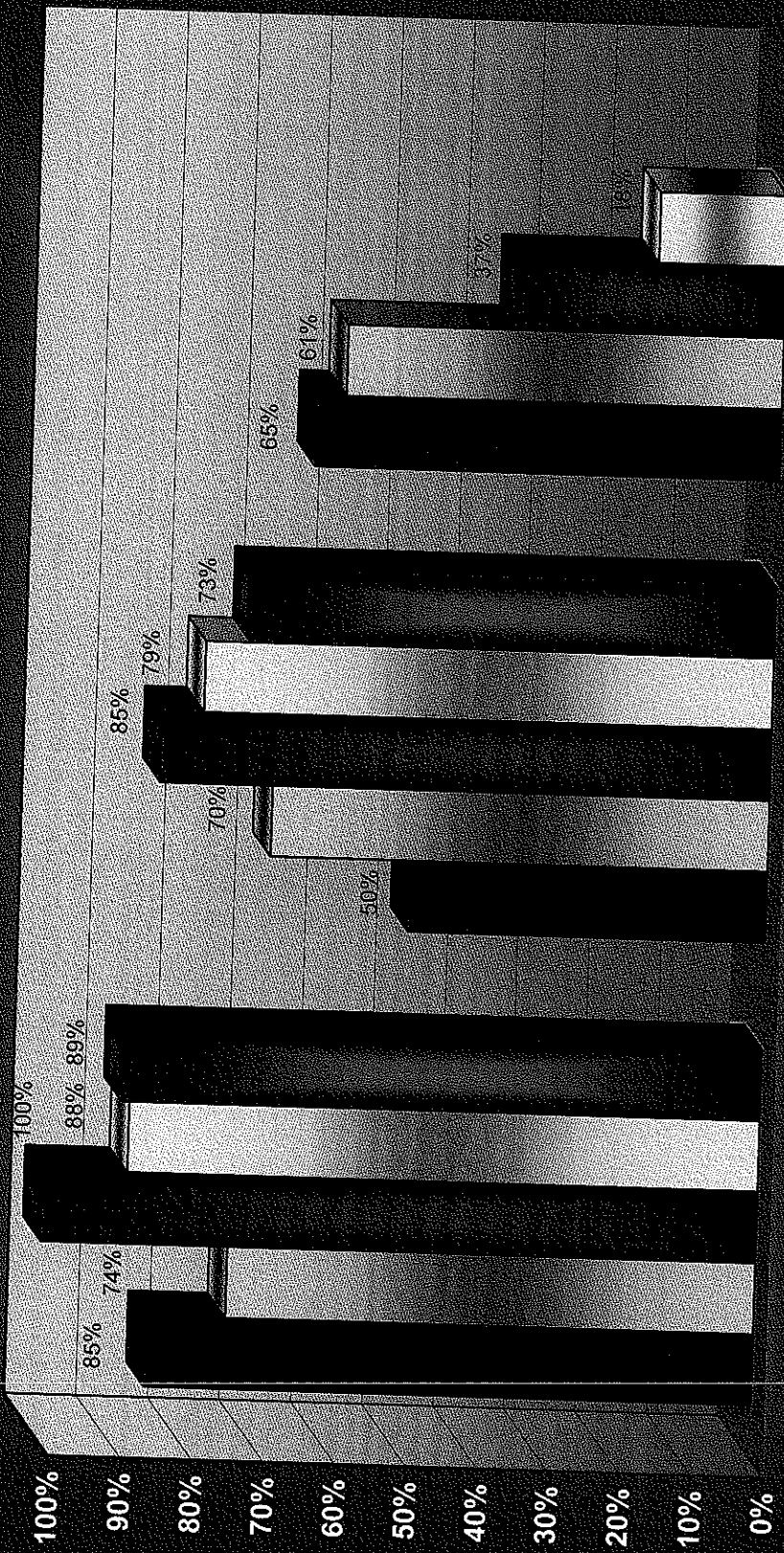
OAR#	Specific Problem	Correction & Time Limit
	THIS inspection is Billed for by the	Have ^{Time in} 9:00 ^{Time out} 11:30
	Numbers in left Column Reflect	OREGON'S food Sanitation
	Rules	
	* CODE Numbers preceded by * Are	Considered "CRITICAL" Violations
	IN A Restaurant & would warrant	Corrections to immediately
	TAKe place	
* 3-501.17(18)	Food that is ^{Both} Potentially Hazardous (PHF) & is ALSO Ready to EAT	
	Must Be Date Marked for use within ^{in Cold Holding} 7-Days From the	
	Time IT is opened from A Sealed pack OR From the Time	
	IT Has Been prepared & MADE Ready TO EAT, According to	
	which ever is "OLDEST" (Freezing Suspends Day Count)	
	EXAMPLES: QT of YOGURT & Gal MILK (in Espanol)	
	Sliced Cantaloupe & Bulk Ham (in Walk-in)	
	Ricotta cheese walk-in	
	THIS Rule Does NOT Apply To Hard Cheeses	

Operator [Signature] Sanitarian [Signature] Phone _____

Please call your local county environmental health office if you have questions about your license, fees, facility inspections or how to obtain a Food Handling Certificate.

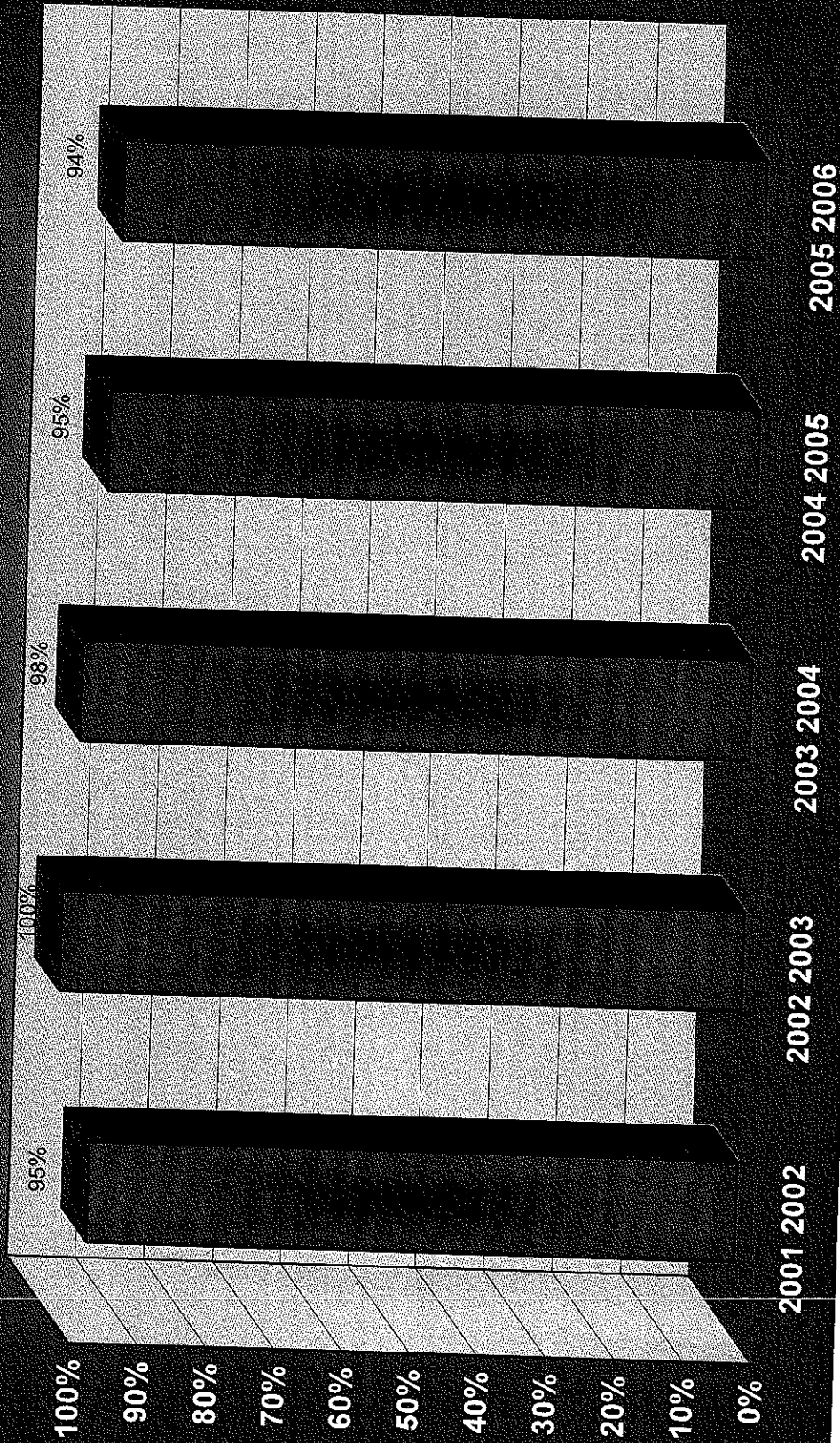
If you need this form in an alternate format call: (971) 673-0451.

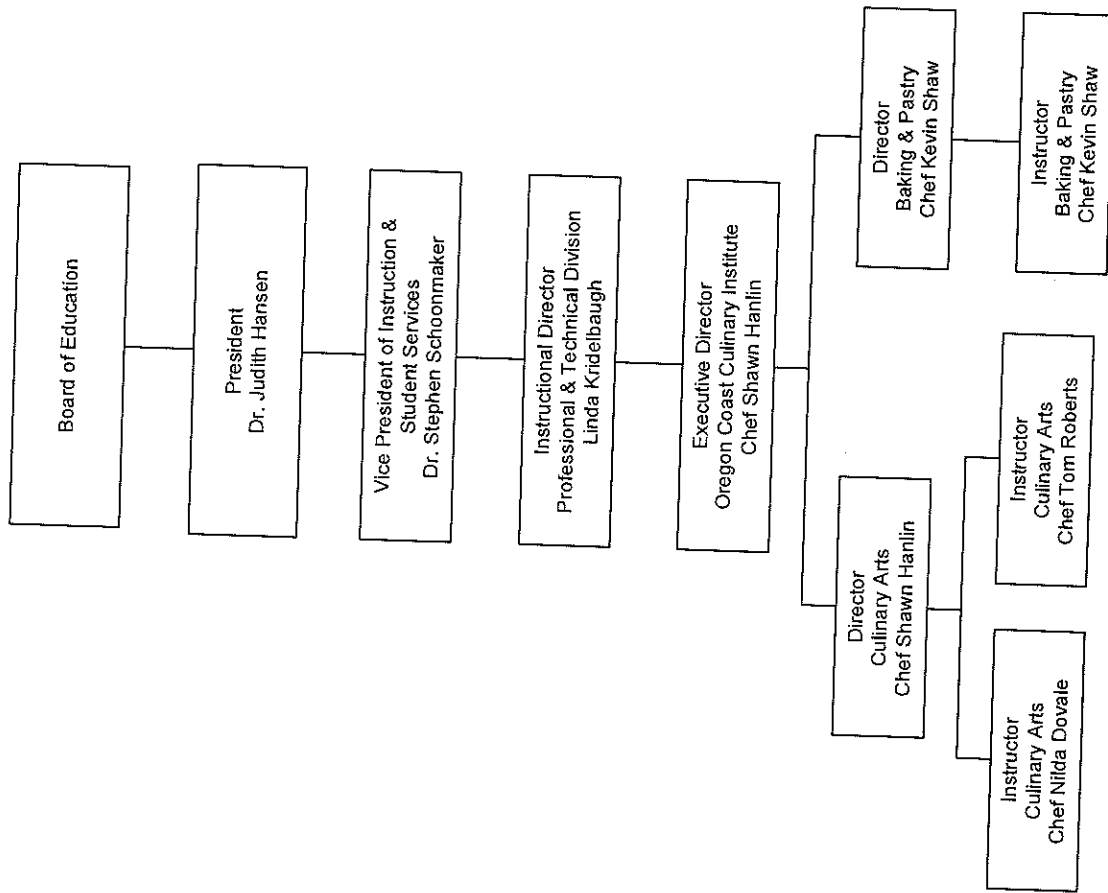
Culinary Retention Year to Year and Graduation Rates

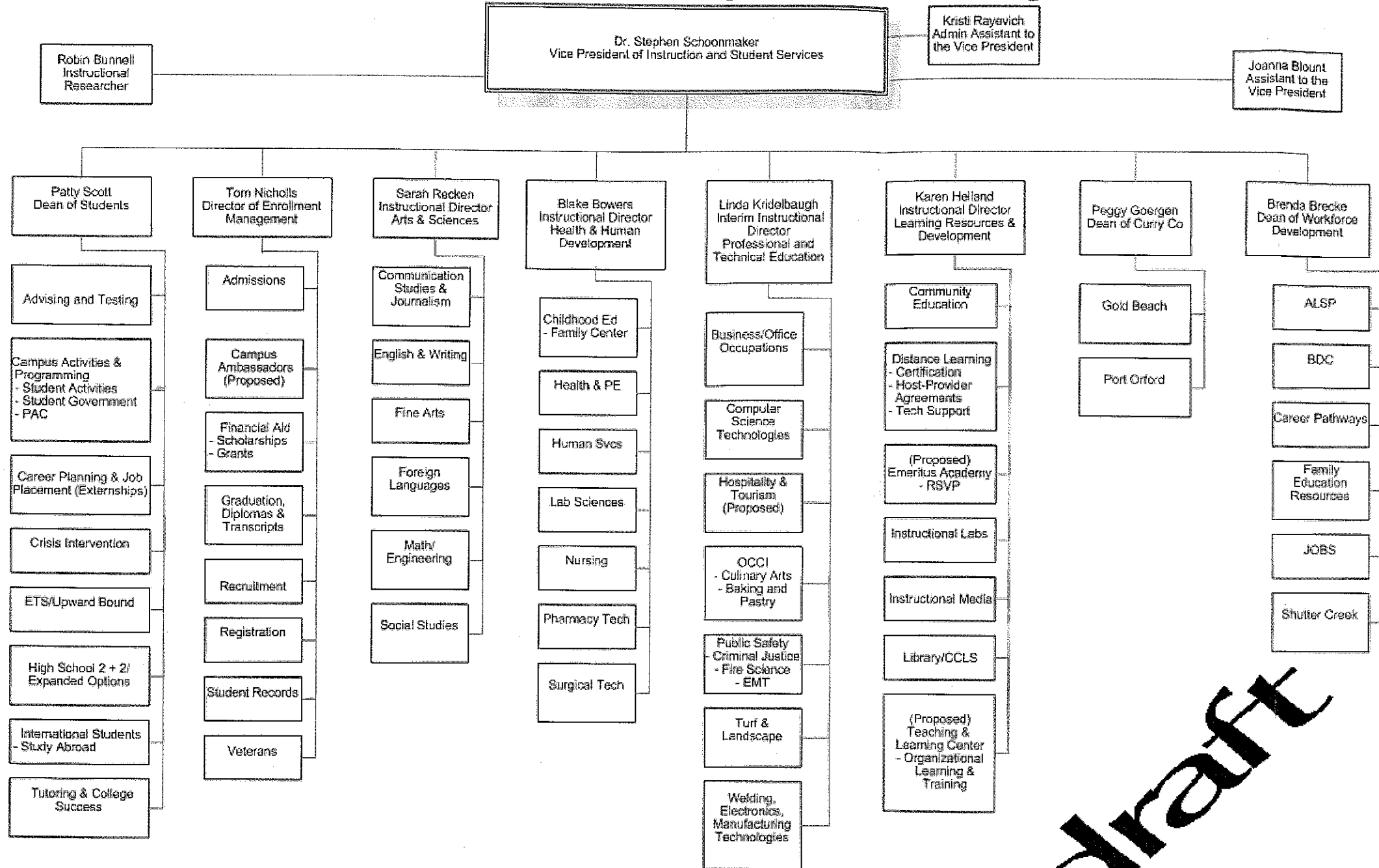


2001 2002 2003 2004 2005 2006 2005 2006

**Culinary Student Success Rate
Grades of A, B or C
All Courses By Year**







Draft



Assessment Summary

Scheduled Assessment Year **2006-2007**

Administrative Area:

Instructional Area:

Professional and Technical Division

Program / Unit:

Oregon Coast Culinary Institute

Section I: Progress toward / achievement of prior goals and strategies

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures	Status and Impact	Person Responsible
<ul style="list-style-type: none"> 2. Students 6. Collaborative Relationships 	Build enrollments	continual	internal data collection	enrollments have grown	All, Tom Nicholls
<ul style="list-style-type: none"> 1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 	Secure new facility	Fall 2003		complete	College
<ul style="list-style-type: none"> 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships 	Design Baking and Pastry Arts Program	Fall 2003		complete	Chef Shaw
<ul style="list-style-type: none"> 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships 	Refine Culinary Arts Program	Fall 2003		program reviewed and modified	Joanna Blount, Chefs, Blake Bowers
<ul style="list-style-type: none"> 2. Students 4. Physical & Human Resources 6. Collaborative Relationships 	Build and refine recruiting program	Fall 2003	student surveys, internal data collection	ongoing – have hired an OCCCI recruiting specialist – identified recruiting opportunities	All, Tom Nicholls

Section II: SWOT Analysis – Identify Strengths, Weaknesses, Opportunities and Trends

STRENGTHS Generally internal to department	WEAKNESSES Generally internal to department	OPPORTUNITIES Generally external to department	TRENDS Generally external to department
New executive director	Need ACF accreditation for Culinary Arts	Southwestern environment for students	State of Oregon lack of funding for community colleges
Credentialed chef instructors	Need ACF accreditation for Baking and Pastry Arts	Housing available for students	Stiff competition for culinary students nationally
New state-of-the-art facility	Need more extern sites	TLC for instructional help for chef instructors	Cost of recruiting and difficulty reaching students
Good Culinary Arts program	Need more students	Many professional chefs interested in program and becoming partners or on advisory committee	Keeping up with current culinary trends
Good Baking and Pastry program	Need more graduates	Community interested in community education classes and program	Keeping up with technology and current equipment
Good marketing and recruiting program	Chef instructors need more instructional support	BDC workforce training grants and workshops	Cost of food increasing
Support of college administration and staff	Programs in transition	Internal externships sponsored through OCCl	
Good reputation of graduates by extern sites	Need active advisory committee		
Innovative, energetic, dedicated faculty and staff	Need regional and national recognition and reputation		
Part of larger college			

Section III: Identify goals, strategies, measures, resources and impact as a result of the SWOT analysis

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	GOAL 1: MARKETING AND RECRUITING Strategies: 1.1. COLLEGE FAIR ATTENDANCE BY OCCI CHEFS AND STAFF 1.2. OCC/HIGH SCHOOL MENTOR/ARTICULATION RELATIONSHIPS	every Fall quarter and as scheduled	<ul style="list-style-type: none"> ▪ Prospective student matriculation rates ▪ College Fair interest – track contacts 	To recruit students into the OCCI program, and to make contact with high schools and high school instructors that have culinary programs.	Chef Hanlin, Tom Nichols, Chef Instructors
1.3. THE OREGON COAST INVITATIONAL	Spring 2007	The evaluation for this program will be done by keeping track of the number of students that are recruited into the OCCI program on an annual basis from high schools with which OCCI has a Mentor/Articulation agreement.	Number of teams participating, increased participation Level of satisfaction with event	Purpose is to have OCCI better known within high school culinary programs and to recruit high school students into OCCI programs.	Chef Roberts
1.4. UPDATE OF OCCI WEB SITE AND WEB PAGES	Fall 2006	Track use of website Track types of website inquiries	Increased marketing and exposure	WebMaster with Chef Hanlin	
1.5. A SUMMER INSTITUTE FOR HIGH SCHOOL CULINARY INSTRUCTORS AND STUDENTS	Summer 2007	Number of participants Satisfaction of participants	Increased interaction with graduation seniors and exposure of program	Chef Nilda Dovale	
1.6. USING CULINARY DIRECTORIES ON THE WEB FOR LEAD ACQUISITION.	Fall 2006 continuous	1.) Matriculation rate increases 2.) Student inquiries increase	Viability of program	Chef Hanlin and Tom Nicholls	

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	1.7. ADVERTISING THROUGH COMCAST IN ONE OR MORE METRO AREAS ON WEST COAST	Fall 2006 continuous	Cost per lead and conversion rate of leads. Marketing plan completed Increased enrollment	Viability of program	Chef Hanlin and Tom Nicholls
	GOAL 2: INSTRUCTIONAL: Strategies: 2.1. LENS TRAINING FOR OCCCI FACULTY 2.2. EXTERNSHIP POSITIONS WITHIN OCCCI PROGRAMS	2006-2007 Academic Year	Faculty will submit to the OCCCI Director a quarterly report on what LENS module they have covered in that term.	Staff and professional development support a quality program. Additional funding required to support training beyond LENS	All instructor chefs
	2.2. EXTERNSHIP POSITIONS WITHIN OCCCI PROGRAMS	Winter quarter 2007	Increase enrollment in externship Increased student access and satisfaction.	This program will help our students obtain for excellent externship positions and increase retention. Quality program	Chef Hanlin as Culinary Director, Chef Shaw as Baking and Pastry Director
	2.3. EXTERNSHIP POSITIONS OUTSIDE OF OCCCI PROGRAMS	Fall 2007 continuous	Externship retention rates	Increased completion rate	All
	2.4. INSURING THAT RESPONSIBLE STUDENTS COMPLETE ACADEMIC PORTION OF OCCCI PROGRAM	Fall 2006 continuous	Early alert statistics Develop appropriate IEP for students requiring remediation	Increase academic success of students	All OCCCI staff
	2.5. IMPROVING EFFICIENCY AND PROGRAM CONTENT OF BOTH OCCCI PROGRAMS	Winter 2007	Student satisfaction of program increases Staff satisfaction of OCCCI increases	The OCCCI program must be a quality program otherwise the marketing, recruitment, and retention issues will be moot.	All plus Instructional Director

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
1. Leadership 2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	GOAL 3: MANAGEMENT & ADMINISTRATION: Strategies: 3.1. EFFECTIVE MANAGEMENT STRATEGIES FOR THE OREGON COAST CULINARY INSTITUTE. 3.2. ACF ACCREDITATION VISIT IN SPRING OF 2007 AND PREPARATION OF OCCI SELF-STUDY 3.3. REINVIGORATING THE ADVISORY COMMITTEE FOR OCCI	Continuous	Faculty evaluation goals and performance	Ineffective leadership and management will lead to a poor program, poor decisions, and poor morale. The OCCI programs will not reach their full potential.	Chef Hanlin
		Spring 2007	Achieve and maintain ACT accreditation	It is critical that OCCI receive the accreditation from the American Culinary Federation for program marketing, recruitment, and program integrity	All, Joanna Blount, Linda Kridelbaugh
		Fall 2006	Committee operational Committee minutes	The OCCI programs need a functioning, effective, advisory body if OCCI programs will be productive and successful.	Chef Hanlin
2. Students 3. Educational Programs & Experiences 5. Employees 6. Collaborative Relationships	GOAL 4: PROFESSIONAL: Strategies: 4.1. CREATION OF AMERICAN CULINARY FEDERATION CHAPTER ON THE SOUTH COAST.	Winter 2007	Create chapter Increase membership from a baseline of zero	To promote the culinary professions, create better public relations between OCCI and the community and culinary professionals on the South Coast. Will also provide a vehicle for our students to begin their professional careers by joining the ACF as junior members.	Chef Shaw

Southwestern's strategic plan for 2006-2009 focuses on the following goals, effectiveness indicators and measures:

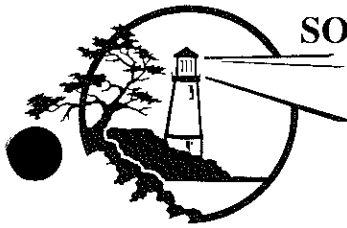
GOALS	EFFECTIVENESS INDICATORS	MEASURES (being developed)
<ol style="list-style-type: none"> 1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships 	A. Enrollment	<ol style="list-style-type: none"> A.1 Increase enrollments by 3% A.2 Increase part-time enrollments by 5% A.3 Increase in-district enrollments by 5%
	B. Student & Community Satisfaction	<ol style="list-style-type: none"> B.1 Increase student services satisfaction B.2 Increase community satisfaction B.3 Increase student learning ???
	C. Retention	<ol style="list-style-type: none"> C.1 Increase retention of first-time full-time freshman by 3% C.2 Increase retention of ALSP transition students by 3% C.3 Increase retention of remedial students by 3%
	D. Completion	<ol style="list-style-type: none"> D.1 Increase completion rate by 3% D.2 Increase total awards by 3% D.3 Increase athletic completion by 5%
	E. Employee Satisfaction	<ol style="list-style-type: none"> E.1 Increase employee morale E.2 Increase employee efficiency E.3 Increase
	F. Revenue	<ol style="list-style-type: none"> F.1 Increase tuition revenue by F.2 Increase enterprise by F.3 Secure increased grant funds by 3%

Section IV: Qualitative and Quantitative Assessment – List the performance and improvement methods identified to support Section III

Performance and Improvement Methods	Goal	Strategy	Person Responsible & Location of Supporting Documentation
Internal data collection	1	1-7	Chef Hanlin, Jamie Peck, Tom Nichols OCCI Admin Offices, Enrollment Management Office
Self-report measures assessing perceptions, student evaluations, administrative evaluations	2	1	Chef Hanlin, All teaching chefs OCCI Admin Offices, HR
Self-report measures assessing perceptions	2	2	Chef Hanlin, Chef Shaw, Chef Roberts OCCI Admin Offices
Student and employer surveys	2	3	Chef Hanlin; OCCI Admin. Offices
Locally developed tests or standardized Tests, Student, employer and alumni surveys; Satisfaction surveys, Graduation Surveys	2	4-5	Chef Hanlin OCCI Admin Offices
Self-report measures assessing perceptions	3	1	Chef Hanlin, Linda Kridelbaugh OCCI Admin Offices
Internal data collection	3	2-3	Chef Hanlin, Linda Kridelbaugh OCCI Admin Offices
Internal data collection	4	1	Chef Hanlin OCCI Admin Offices

Performance and Improvement Methods

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
<ul style="list-style-type: none"> Locally developed tests or standardized Tests Faculty-created rubrics Essays Blind-scored projects Professional exams 	<ul style="list-style-type: none"> Exit interviews of students Student, employer and alumni surveys Graduation and transfer rates Job placement data Satisfaction surveys 	<ul style="list-style-type: none"> Student self-evaluations Point-of-service surveys Focus Groups Graduation Surveys ACT



**SOUTHWESTERN OREGON
COMMUNITY COLLEGE**

1988 Newmark Avenue
Coos Bay OR 97420-2912
541 888-2525 FAX 541 888-7285

June 11, 2007

Candice Childers
ACFF Accreditation Manager
180 Center Place Way
St. Augustine, FL 32095

Dear Mrs. Childers:

Thank you for your time and effort on the behalf of the Oregon Coast Culinary Institute (OCCI). We enjoyed your visit and it has provided us with many topics and perspectives for discussion. We have begun the process of self-evaluation and modification, not only to comply with the standards set forth by American Culinary Federation (ACF), but to continue to design and deliver an exemplary culinary arts program.

The following is our plan to remedy the areas of non-compliance as cited in the May 2007 accreditation visit report.

4.1 The faculty of the program is academically and professionally qualified.

To comply with Standard 4.1, every faculty member and director will achieve the ACF Certified Culinary Educator (CCE) certification. Specifically, Chefs Dovale, Hanlin, and Shaw have reviewed the requirements for completing the CCE certification and Chef Roberts, who had previously obtained the CCE, has reviewed the requirements for the 5-year renewal of the certification. Individual professional development plans to achieve this goal are attached; these development plans list each CCE requirement, the activity description for completion, and the expected date of completion. Chef Shawn Hanlin, OCCI Executive Director, will be concurrently working to achieve the Certified Master Chef (CMC) certification and is scheduled to take the test in February 2008.

The faculty and directors are professionally qualified through their extensive careers as chefs. OCCI will continue to encourage yearly professional development and will support the chefs financially and with release time.

All faculty and directors will attend the College's Teaching and Learning Center for instructional in-service on teaching methods, computer skills, and to learn the new instructional technologies becoming available on campus, such as, Tegrity and SoftChalk. Included in the attachments is a handout from a recent in-service training on writing outcomes for programs and courses.

The faculty and directors have access to online resources and coursework through www.ChefCertification.com for ACF requirements and to the educational website www.EducatorCredits.com for instructional methods such as assessment techniques. These two websites are hosted by Southwestern Oregon Community College through the Distance Education Department.

Additionally, it has been decided that a condition of employment for any new faculty will be achieving the CCE certification and this will be part of the job description.

5.1.1 Units of instruction follow written outlines and syllabi which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria, and student evaluation methods.

All instruction will comply with Standard 5.1.1 by updating the course outlines to ensure that all objectives are measurable; the current course outlines lists student activities and topics, learning resources, and suggested grading criteria.

The major revisions will be to the syllabi contents. The syllabus for each class will restate the measurable course outcomes from the course outline and will state explicitly the student activities, learning resources, time allotment, grading criteria, and student evaluation methods. Attached is the course outline and syllabus for CRT2000, Introduction to Professional Cooking, as a sample of the modified materials.

Relating to Standard 4.1, all instructional staff have received training in writing clear and concise measurable outcomes through college in-service or other routes.

5.5 There are well defined, verifiable, and consistent outcome measurements strategies utilized in the grading procedures in both lecture and lab courses.

To comply with Standard 5.5, instructors will create specific grading criteria for lab activities that clearly relate back to the course's measurable outcomes and comparable appropriate methods (tests, reports) for the lecture portion of classes. Students will be aware of the criteria prior to starting the lab activity. Additionally, instructors will increase the assessment of the students by various methods such as, giving more tests, having students write reflective papers and article reviews, and giving surveys. Sample exhibits are attached from CRT2000, Introduction to Professional Cooking.

Since the ACF Accreditation visit in May 2007, further assessment of the students has been implemented using the ACF certification tests: Quarter 1 the Certified Culinarian (CC) test, Quarter 2 the Certified Pastry Chef (CPC) test, Quarter 3 the Certified Sous Chef (CSC) test, and in Quarter 4 the Certified Chef de Cuisine (CCC) test. These tests are given at the end each quarter. The test results will be used as an assessment of the program and, perhaps, as a grade for the student. An intended consequence is the increased awareness on the part of the student of the ACF standards and their importance. The first administration of the CSC test was given in June 2007. Two sample results are included as attachments.

Additionally, OCCI will start keeping individual student files to hold their lab results, test results, written reports, portfolio, and other related educational materials.

Relating to Standard 4.1, all instructional staff will receive training in writing clear and concise grading criteria that relate to the course's measurable outcomes through the College's Teaching & Learning Center, in-service, or other routes.

Other modifications to the program are being considered in the areas of course content, sequencing of courses, workload of instructors, adding special topics, conforming to the newly approved college's AAS degree requirements, and other topics which include the suggestions given to us in your report and visit. These modifications are not addressed explicitly in this report as they fall outside the three standards.

The Oregon Coast Culinary Institute thanks you for your commendations and recommendations. We look forward to your response on our request for accreditation.

Sincerely,

Linda Kridelbaugh
Interim Instructional Director, Professional and Technical Division

C: file

Judith Hansen, President
Stephen Schoonmaker, Vice President for Instruction and Student Services
Shawn Hanlin, OCCCI Executive Director

Attachments:

Standard 4.1:

Professional Development Plan for Nilda Dovale
Professional Development Plan for Shawn Hanlin
Professional Development Plan for Thomas Roberts
Professional Development Plan for Kevin Shaw
College In-Service Handout, *How To Write Learning Outcomes*
by Alan Jenkins & Dave Unwin

Standard 5.1.1

CRT2000 Introduction to Professional Cooking: College Course Outline
CRT2000 Introduction to Professional Cooking: Syllabus
CRT2000 Introduction to Professional Cooking: Week 1 and 2 Instructional Plans

Standard 5.5

CRT2000 Introduction to Professional Cooking: Samples of Lab Assignments
CRT2000 Introduction to Professional Cooking: Samples of Written and Practical
Examinations
Samples of CSC Practical Exam Scoring Sheets

Standard 4.1 Exhibit:

Professional Development Plan for Nilda Dovale
Professional Development Plan for Shawn Hanlin
Professional Development Plan for Thomas Roberts
Professional Development Plan for Kevin Shaw

Professional Development Plan for Nilda Dovale: Complete CCE

Requirements for CCE Initial Certification Application	Description/Activity	Date
30-Hour Culinary Nutrition Course*	SOCC	Aug 2005
30-Hour Food Safety and Sanitation Course*	SOCC	Aug 2005
30-Hour Culinary Supervisory Management Course*	SOCC	Aug 2005
Written Certification Exam through LaserGrade	To be completed	Sept 2007
<i>120 Contact Hours in Educational Development Courses</i>		
<i>A minimum of eight hours in each of the following areas:</i>		
Curriculum Planning and Development	8 hours ChefCertification.com	Sept 2008
Evaluation and Testing	8 hours ChefCertification.com	Sept 2008
Teaching Methodology	8 hours ChefCertification.com	Sept 2008
Educational Psychology	8 hours ChefCertification.com	Sept 2008
BA285 – Human Relations in Organizations	33 hours – 3 credits - SOCC	Jan 2008
CS101 – Computers in Society	22 hours – 2 credits – SOCC	Dec 2006
CS120 – Concepts of Computing	44 hours – 4 credits – SOCC	Mar 2008
Proficiency Video with Lesson Plan	To be completed	Sept 2008
1200 Contact Hours of Teaching Experience	Completed	Sept 2006
Minimum of Bachelors degree or International diploma or an Associates degree and state issued Teaching Certificate	BA Michigan State	Sept 1977

Industry Work Experience

a. CWPC – Certified Working Pastry Chef requirements:

- A minimum of two years employment as a pastry chef
- Three years employment at any other certified level in full-time food preparation (18 points)

b. CCC – Certified Chef de Cuisine requirements:

- A minimum of three years employment at the chef de cuisine level, supervising a minimum of three full-time people in food preparation (20 points)
- Three years employment at any other certified level in full-time food preparation (18 points)

CCC completed

Aug 2005

Professional Development Plan for Shawn Hanlin: Complete CCE

Requirements for CCE Initial Certification Application	Description/Activity	Date
30-Hour Culinary Nutrition Course*	Original course 1988 Recertified every 5 years	1988
30-Hour Food Safety and Sanitation Course*	Original course 1989 Recertified every 5 years	1988
30-Hour Culinary Supervisory Management Course*	Original course 1989 Recertified every 5 years	1988
Written Certification Exam through LaserGrade	To be completed	Sept 2008
<i>120 Contact Hours in Educational Development Courses</i>		
<i>A minimum of eight hours in each of the following areas:</i>		
Curriculum Planning and Development	8 hours ChefCertification.com	Sept 2008
Evaluation and Testing	8 hours ChefCertification.com	Sept 2008
Teaching Methodology	8 hours ChefCertification.com	Sept 2008
Educational Psychology	8 hours ChefCertification.com	Sept 2008
BA285 – Human Relations in Organizations	33 hours – 3 credits - SOCC	Jan 2008
CS120 – Concepts of Computing	44 hours – 4 credits – SOCC	Aug 2007
SOCC Teaching & Learning Center Instructional Technologies	20 hours	June 2008
Proficiency Video with Lesson Plan	To be completed	Oct 2008
1200 Contact Hours of Teaching Experience		Sept 2009
Minimum of Bachelors degree or International diploma or an Associates degree and state issued Teaching Certificate	SOCC AAS degree (Oregon does not have teaching certificate)	Aug 2009

Industry Work Experience

a. CWIPC – Certified Working Pastry Chef requirements:

- A minimum of two years employment as a pastry chef
- Three years employment at any other certified level in full-time food preparation (18 points)

b. CCC – Certified Chef de Cuisine requirements:

- A minimum of three years employment at the chef de cuisine level, supervising a minimum of three full-time people in food preparation (20 points)
- Three years employment at any other certified level in full-time food preparation (18 points)

CEC completed 1998
Renewed 2003
To be renewed 2008

Mar 2008

Professional Development Plan for Kevin Shaw: Complete CCE

Requirements for CCE Initial Certification Application	Description/Activity	Date
30-Hour Culinary Nutrition Course*	Original course 1985 Recertified every 5 years	1985
30-Hour Food Safety and Sanitation Course*	Original course 1985 Recertified every 5 years	1985
30-Hour Culinary Supervisory Management Course*	Original course 1985 Recertified every 5 years	1985
Written Certification Exam through LaserGrade	To be completed	Dec 2007
120 Contact Hours in Educational Development Courses A minimum of eight hours in each of the following areas:		
Curriculum Planning and Development	8 hours ChefCertification.com	Sept 2009
Evaluation and Testing	8 hours ChefCertification.com	Sept 2009
Teaching Methodology	8 hours ChefCertification.com	Sept 2009
Educational Psychology	8 hours ChefCertification.com	Sept 2009
BA285 – Human Relations in Organizations	33 hours – 3 credits - SOCC	Jan 2008
CS120 – Concepts of Computing	44 hours – 4 credits – SOCC	Aug 2007
SOCC Instructional Tutoring with Educational Specialist	30 hours	Nov 2007
Proficiency Video with Lesson Plan	To be completed	Sept 2009
1200 Contact Hours of Teaching Experience	Completed	Aug 2006
Minimum of Bachelors degree or International diploma or an Associates degree and state issued Teaching Certificate	SOCC AAS degree (Oregon does not have teaching certificate)	Aug 2009

<p>Industry Work Experience</p> <p>a. CWPC – Certified Working Pastry Chef requirements:</p> <ul style="list-style-type: none"> • A minimum of two years employment as a pastry chef • Three years employment at any other certified level in full-time food preparation (18 points) <p>b. CCC – Certified Chef de Cuisine requirements:</p> <ul style="list-style-type: none"> • A minimum of three years employment at the chef de cuisine level, supervising a minimum of three full-time people in food preparation (20 points) • Three years employment at any other certified level in full-time food preparation (18 points) 		<p>CEPC completed 1997 Renewed 2002 Working on renewal</p>	<p>Sept 2007</p>
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Professional Development Plan for Thomas Roberts: 5-Year Renewal (Due December 20, 2010)

**Requirements for CCE Certification Renewal Application:
80 continuing Education Hours every 5 years**

	Description/Activity	Date	Hours
8-Hour Culinary Nutrition Refresher	FN225-Nutrition-3 credits SOCC	1/1/2009	33
8-Hour Safety and Sanitation Refresher	ServSafe	03/19/07	8
8-Hour Culinary Supervisory Management Refresher	BA206-3 credits SOCC	3/1/2009	33
BA285 – Human Relations in Organizations -	BA285-3 credits SOCC	6/1/2008	33

Standard 4.1 Exhibit:

College In-Service Handout, *How To Write Learning Outcomes*
by Alan Jenkins & Dave Unwin

How to write learning outcomes

*by Alan Jenkins (Oxford Brookes University) &
Dave Unwin (Birkbeck College London)*

As a result of reading this text and then applying it to the materials you write for the project you will be able to:

- state what is meant by a learning outcome
- give reasons why learning outcomes are valuable in designing a lecture
- use learning outcomes when planning and writing a lecture
- have a view as to whether you think they better enable you to describe to students what they are expected to learn from your material.

What are learning outcomes?

Learning outcomes are statements of what is expected that a student will be able to DO as a result of a learning activity. For this new version of the Core Curriculum the activity will be following your materials on WWW or listening to a lecture based on them, but it could also be a laboratory class, even an entire study program.

Note how we emphasize what students will be able to do. This distinguishes an approach based on learning outcomes from one which uses more intangible ideas related to educational aims and objectives. In the educational literature there are important debates about the differences between objectives /outcomes and competencies, but this introduction will not bother you with these niceties.

The key word is DO and the key need in drafting learning outcomes is to use active verbs. Note how in the introduction we used words such as give, use and have a view.

Why learning outcomes?

Learning outcomes help instructors more precisely to tell students what is expected of them. By doing this, educationalists assert that they:

- help students learn more effectively. They know where they stand and the curriculum is made more open to them.
- make it clear what students can hope to gain from following a particular course or lecture.
- help instructors to design their materials more effectively by acting as a template for them.
- help instructors select the appropriate teaching strategy, for example lecture, seminar, student self-paced, or laboratory class. It obviously makes sense to match the intended outcome to the teaching strategy.
- help instructors more precisely to tell their colleagues what a particular activity is designed to achieve.
- assist in setting examinations based on the materials delivered.
- ensure that appropriate assessment strategies are employed.

Learning outcomes are particularly important in a project like this where materials and learning activities are produced by many people in order to be used by others. By stating what you expect students to be able to do as a result of what you have written, you can help colleagues elsewhere better judge its appropriateness to their circumstances and consider how to change it to meet their own local needs. Given the practical emphasis of GIS, specification of learning outcomes seems particularly appropriate.

Writing learning outcomes

We started this briefing with an example where we gave four possible outcomes for this exercise which you might like to revisit.

Here are some suggested ways in to the problem:

- think of what you expect students to be able to do / to know before reading your material

NOW

- think of them after they have read it. What should they now be able to do as a result of reading it?
- always try to use active words. Some suggestions, each keyed to a particular type of intended outcome, are given at the end of this document.
- try writing them!
- try writing them, and then ask a colleague who is not a GIS specialist / or students whether they know what is expected of them

A GIS example

By way of example, a laboratory module in a spatial analysis course using Bailey and Gatrell's INFOMAP software on the analysis of point patterns might have any or all of the following as learning outcomes:

On completion of this exercise you will be able to:

1. Access INFOMAP on the PCs in the Computer Based Learning Laboratory and load data into it from a file.
2. Use the MAP routine to draw and print a dot map and give a verbal description of the pattern revealed.
3. Use the spreadsheet facilities within the DATA module to compute a simple nearest neighbour test of complete spatial randomness.
4. Use the ANALYSIS routine provided to estimate a K function of nearest neighbour distances.
5. Do a kernel density estimation transformation of the point data into a continuous surface of densities.

Reference to the lists of suggested words will show that, as befits a laboratory class, these outcomes almost all relate to the application of knowledge.

What are the objections/problems?

- Some groups in the USA object to them as aiding education as social engineering.
- Some instructors say, with justification, that they can't predict what students will learn. Hence the use of the word 'intended'.

What comes next?

Well, once you have written your learning outcomes, the next logical step is to design an assessment method to test whether students have achieved the outcomes. Only then can one really say what form of learning materials / activities are needed to assist students to pass the assessment. Clearly, your suggested examination questions should attempt to test whether or not the intended outcomes you specified have been achieved.

Further reading

ALVERNO COLLEGE FACULTY (1994) *Student Assessment as Learning at Alverno College*, Alverno College Institute, Milwaukee.

Bloom B (1956) *Taxonomy of Educational Objectives, Book 1 Cognitive Domain*.

Bloom B (1964) *Taxonomy of Educational Objectives, Book 2 Affective Domain*.

Verbs that you might think of using to specify different sorts of outcome

For Knowledge				
arrange	order	define	recognize	duplicate
label	recall	list	repeat	memorize
name	state	relate	reproduce	**
For Comprehension				
classify	locate	describe	recognize	discuss
report	explain	restate	express	review
identify	select	indicate	translate	**
For Application				
apply	operate	choose	practice	demonstrate
schedule	dramatize	sketch	employ	solve
illustrate	use	interpret	write	**
For Analysis				
analyze	differentiate	appraise	discriminate	calculate
distinguish	categorize	examine	compare	experiment
contrast	question	criticize	test	**
For Synthesis				
arrange	formulate	assemble	manage	collect
organize	compose	plan	construct	prepare
create	propose	design	write	**
For Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	**

TERMINOLOGY TO BE USED IN COURSE OUTLINES

17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation)
 Knowledge: (The student will...)

Become familiar with Comprehend Have an awareness of Know Recognize Understand

Skills: (The student will be able to...)

act	combine	diagram	formulate	label	process	serve
adapt	compare	differentiate	gather	list	produce	set-up
adhere	compile	discover	generalize	listen	propose	shape
adjust	complete	discriminate	generate	locate	punctuate	share
administer	comply	discuss	give examples	maintain	question	show
alter	compose	display	give	make	read	solve
analyze	conclude	distinguish	greet	manipulate	rearrange	start
answer	conform	document	grind	match	recall	state
apply	construct	draft	hammer	measure	recite	stir
appraise	contrast	dramatize	help	memorize	recognize	summarize
arrange	control	draw	hold	modify	reconstruct	support
ask	convert	drill	hook	name	refine	tell
assemble	coordinate	employ	hook	operate	regulate	theorize
assess	correct	enlarge	identify	order	relate	translate
assist	create	estimate	illustrate	organize	reorganize	transmit
bend	criticize	evaluate	include	originate	repeat	type
break down	debate	examine	indicate	outline	reply	use
build	decide	expand	infer	paraphrase	report	validate
categorize	defend	experiment	influence	perform	represent	value
change	define	explain	inspect	plan	reproduce	verify
choose	demonstrate	express	integrate	point out	review	write
choose	describe	extend	interpret	point to	revise	
appropriate	design	find	invert	practice	rewrite	
procedures	determine	fit	invite	predict	select	
classify	develop	follow	join	prepare	separate	
clean	devise	form	judge	present	subdivide	
			justify			

Attitudes & Values: (The student will have...)

A sensitivity to... Confidence in...
 An appreciation of ... Perseverance... The ability to value the importance of...

Standard 5.1.1

CRT2000 Introduction to Professional Cooking

College Course Outline

SOUTHWESTERN OREGON COMMUNITY COLLEGE
COURSE INFORMATION UPDATE
for NEW and REVISED *CREDIT* COURSE OUTLINES
(Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES:

DATE:

Division Director _____

Manager _____

Instructional Council _____ IC _____

_____ 2-10-00 _____

DIRECTIONS: Please *neatly* enter *all* requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	CRT2000 (Leave blank if new course)						
2. Course Title:	INTRODUCTION TO PROFESSIONAL COOKING						
3. Course Sub-Title:							
4. Program Type:	EDC	<input type="checkbox"/>	OccPrep	<input checked="" type="checkbox"/>	OccSupp	<input type="checkbox"/>	Post Sec Remedial/ Developmental Educ
	ABE/GED/ESI	<input type="checkbox"/>	Other Adult	<input type="checkbox"/>	OTHER	<input type="checkbox"/>	
	Separate Contract				<input type="checkbox"/>	Non-Reimbursable	
5. This Outline is:	New			<input checked="" type="checkbox"/>	Revised		
6. Offered for:	Credit	<input checked="" type="checkbox"/>	Non-Credit	(If non-credit, please use other form.)		Con=Ed Units (CEU)	
7. Number of Credits:	5	(See hours/credit formula below)		Approved for CEUs: (List Approving Agency)		#	
8. How many times can this course be taken <i>for credit</i> ? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)							
Once		<input checked="" type="checkbox"/>	Twice		<input type="checkbox"/>	3 Times	
		<input type="checkbox"/>			<input type="checkbox"/>	Other (Specify)	
		<input type="checkbox"/>			<input type="checkbox"/>	Unlimited	
9. Course Hours. (Instructor workload/pay will be based on the information below):							

(CLOCK HOURS)	Hours/Week	Total Course Hours	
LECTURE	1	10-12	Department of Education=s formula
LAB	12	120-144	
LECTURE/LAB			1 credit = 10 to 12 Lecture hours per term
TBA LAB HOURS			1 credit = 20 to 24 Lecture/Lab hours per term
INDEPENDENT STUDY			1 credit = 30 to 36 Lab hours per term
TOTAL	13	130-156	

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

This course will focus on the functional principles of modern cooking. Students will learn about what happens to food when it is heated, about how food is cooked with different cooking methods, and about rules of seasoning and flavoring. Theories which explain the chemistry of cooking will be emphasized so students can successfully practice them in the kitchen. Emphasis will be placed on the vocabulary of cooking, procedures, ingredients, menu terms, food quality standards, and equipment use.

11. Grading:	S,U,Y,I		A,B,C,D,F,Y,I	X	Either		Non-Graded	
--------------	---------	--	---------------	---	--------	--	------------	--

Minimum Grading Criterion:	Recommended Weight or % of Grade
Lab participation	60%
Professionalism	10%
Exams	20%
Notebook	10%

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.) (This information will be entered into Colleague and required for students= registration.)

None:	
Course(s) and Min. Grade:	
Placement Test Score:	
Other:	Admission to the Culinary Arts program.
Is Instructor Consent Required to Register?	Yes X No

13. Required Concurrent Courses: (This information will be entered into Colleague and required for students= registration.)

None:	
Course(s):	
Lab(s):	

14. Does this course require a separate lab? Yes No X

Course No:		Graded Separately?	Yes	No
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15. Is this course part of a sequence? Yes No X

Must the sequence be taken in order?	Yes	No
--------------------------------------	-----	----

What are the course sequence numbers?

16. Is this course double numbered? Yes Crs# No X

17. Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge:	(The student will...)
1.	Understand the basic principles for using seasoning and flavoring to create good tasting food.
2.	Understand professional kitchen tools and equipment.
3.	Comprehend the differences between moist heat cooking methods, dry heat cooking methods, and dry heat methods using fat.
4.	Become familiar with basic sanitary techniques in the professional kitchen.
5.	Gain an understanding of appropriate kitchen terminology in a professional kitchen.
Skills:	(The student will be able to...)
1.	Name the most important components of food and describe what happens to them when they are cooked.
2.	Describe the ways in which heat is transferred to food in order to cook it.
3.	List the factors that affect cooking times.
4.	Describe each cooking method used in the commercial kitchen.
5.	List the rules for achieving good quality in deep fried foods.
6.	Create and maintain a professional notebook (lecture notes and recipes).
Attitudes & Values:	(The student will have...)
1.	An appreciation for the importance of sanitation in the operation of a professional kitchen.
2.	Confidence in their ability to prepare meals for the general public.
3.	A sensitivity to the effects of heat on food components during the cooking process.
4.	An appreciation for the value of team work in the operation of a professional kitchen.
5.	An appreciation for the value of professionalism in a kitchen environment.

18. Status:	Active	X	Inactive	
19. Maximum Enrollment:	Lecture		Lab	16
20. Does this course require special fees?	Yes		No	X
If yes, what is the fee?	\$	Fee covers:		
21. Contents Outline: (must be in outline format)				

- I. THE FOOD SERVICE INDUSTRY
 1. History of modern food service
 2. Organization of modern kitchens
 3. Standards of professionalism
 4. Professional notebook - creating, maintaining (terminology - French and English, history, lecture notes, techniques, recipes)

- II. SANITATION
 1. Introduction to microbiology
 2. Food born diseases
 3. Personal hygiene
 4. Food shortage, handling, and preparation
 5. Cleaning and sanitizing equipment
 6. Rodent and insect control

7. Setting up a system for food safety

III. TOOLS AND EQUIPMENT

1. Cooking equipment
2. Holding and storage equipment
3. Measuring devices
4. Knives, hand tools, and small equipment

IV. BASIC COOKING PRINCIPLES

1. Effects of heat on foods
2. Heat transfer
3. Cooking times
4. Cooking methods
5. The art of seasoning and flavoring

22. THE RECIPE AND THE MENU

- A. The written recipe
2. Converting recipes
3. Food costs
4. Menu forms and functions
5. Building the menu
6. Nutritional considerations

22. Required Text(s). Complete citation(s).	
Professional Cooking. Gisslen, Wayne. John Wiley & Son. 4 th ed. 1998.	
23. Optional Text(s): Complete citation(s). <i>(This information is required.)</i>	
None	
24. Required Materials/Supplies/Tools:	
Chef=s Tool Kit.	
25. References and Resources used to develop this course (Print and Non-Print):	
Professional Cooking. Gisslen, Wayne. John Wiley & Son. 4 th ed. 1998.	
26. Outline Developed By:	Robert Gregson, C.E.C.
27. Outline Revised By:	
28. TODAY=s Date:	January 12, 2000.
Is there anything you would like to add that has not been addressed on this form? Please do so here.	
FOR DIVISION DIRECTOR USE ONLY	
This course may be used to fulfill the following degree requirements:	
AAOT	General Education Requirement ~
	Distribution Requirement ~
	Sequence ~
	Elective Only ~

AAS	Other Approved Course	~
	General Requirement	~
Should this course description be included in the college catalog?		Yes X No 9
Has this course been approved for an R grade?		Yes 9 No X
What is the effective date of this course? Term <u>-FA--</u> Year <u>2000--</u>		

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable?	Yes		No	
Reimbursement Code:				

kk revised 03/21/01
credit98.wpd

Standard 5.1.1

CRT2000 Introduction to Professional Cooking

Syllabus

CRT 2000
INTRODUCTION TO PROFESSIONAL COOKING

Year and Term: Fall Term 2006

Instructor: Chef Roberts
 Chef DoVale

Course Credits: 5

Office Location: OCCI
 Office Hours: 7:30-8:00a.m./1:00-1:30p.m.

Meeting Time/Days: 8:00a.m.-1:00p.m.
 Monday -Friday

Office Phone: Chef Roberts 888-1545;
 Chef DoVale 888-1544

Location: OCCI

E-mail Address: troberts@socc.edu;
ndovale@socc.edu

Course Description: This course will focus on the functional principles of modern cooking. Students will learn about what happens to food when it is heated, about how food is cooked with different cooking methods, and about rules of seasoning and flavoring. Theories which explain the chemistry of cooking will be emphasized so students can successfully practice them in the kitchen. Emphasis will be placed on the vocabulary of cooking, procedures, ingredients, menu terms, food quality standards, and equipment use.

College-Wide Competencies: The following course objectives satisfy the competencies in Communication, Creative, Critical and Analytical Thinking, and Discipline Content. The objectives concerning sanitation and safety also satisfy the Community/Global Consciousness & Responsibility

Course Objectives: (Knowledge of specifics, comprehension, application, analysis, synthesis, evaluation.)

Knowledge:	(The student will...)
1.	Understand the basic principles for using seasoning and flavoring to create good tasting food.
2.	Understand professional kitchen tools and equipment.
3.	Comprehend the differences between moist heat cooking methods, dry heat cooking methods, and dry heat methods using fat.
4.	Become familiar with basic sanitary techniques in the professional kitchen.
5.	Gain an understanding of appropriate kitchen terminology in a professional kitchen.
Skills:	(The student will be able to...)
6.	Name the most important components of food and describe what happens to them when they are cooked.
7.	Describe the ways in which heat is transferred to food in order to cook it.
8.	List the factors that affect cooking times.
9.	Describe each cooking method used in the commercial kitchen.
10.	Create and maintain a professional notebook (lecture notes and recipes).
Attitudes & Values:	(The student will have...)
11.	An appreciation for the importance of sanitation in the operation of a professional kitchen.
12.	Confidence in their ability to prepare meals for the general public.

- | | |
|-----|--|
| 13. | A sensitivity to the effects of heat on food components during the cooking process. |
| 14. | An appreciation for the value of team work in the operation of a professional kitchen. |
| 15. | An appreciation for the value of professionalism in a kitchen environment. |

Course Content:

THE FOOD SERVICE INDUSTRY

1. History of modern food service
2. Organization of modern kitchens
3. Standards of professionalism
4. Professional notebook - creating, maintaining (terminology - French and English, history, lecture notes, techniques, recipes)

SANITATION

5. Introduction to microbiology
6. Food born diseases
7. Personal hygiene
8. Food shortage, handling, and preparation
9. Cleaning and sanitizing equipment
10. Rodent and insect control
11. Setting up a system for food safety - HACCP

TOOLS AND EQUIPMENT

12. Cooking equipment
13. Holding and storage equipment
14. Measuring devices
15. Knives, hand tools, and small equipment

BASIC COOKING PRINCIPLES

16. Effects of heat on foods
17. Heat transfer
18. Cooking times
19. Cooking methods
20. The art of seasoning and flavoring

THE RECIPE AND THE MENU

21. The written recipe
22. Converting recipes

Assessment Tasks:

1. To write a paper on a variety of herbs and spices
2. Create and maintain a professional notebook
3. To successfully complete and document all required competencies, to be held in personal files.
4. To successfully pass quizzes and tests.

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

Homework Assignments: Homework assignments will be expected to be turned in on time. They will be graded on a scale of 1 to 10, 10 being the highest grade See late work below.

Attendance and Lab Assessments:

Attendance: as per the student handbook. 1 point per day. 55 total points.

Lab Assessments – Lab assessments as follows:

- Timeliness 15 points
- Professional Attitude 15 points

(Lab assessments noted daily and graded bi-weekly. Assessments held in student's file.)

150 total points.

- Competencies 5 points each 155 total points

Attendance and Lab Assessment Points will be added together. Total amount of points possible is 360. This will make up 50% of your grade.

Late work: for each day a paper or project is late, without instructor permission, the appropriate grade will be dropped one grade.

Make-up exam: Make up Exams will be given in the Testing Center at Randolph Hall as arranged by your instructor.

Incomplete contract instructions: If you earn an incomplete (I) for a CRT course, your instructor will contract with you the necessary requirements to successfully complete the course. If you fail to fulfill these requirements, your grade will revert to a failing grade for that course.

Return of student work: Your instructor will return tests and assignments in a reasonably timely fashion.

Grading Criterion:

Attendance and Lab Assessments	50%
Exams	30%
Notebook	10%
Herb Paper	10%

Text: Professional Cooking. Gisslen, Wayne. John Wiley & son. 6th ed. 2007

Library Reserve Materials: See attached Library Research Guide For Culinary Arts

Required Reading Assignments: Will be assigned as needed and will be expected to be completed by instructor's request.

CRT 2000 Introduction to Professional Cooking – Term Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Chef Intros. Uniforms. Books. Tour Facility. Fire Drill.	Intro to Food and Bev Industry, History. Sanitation. Lab - Mise en Place and	Food and Bev. Sanitation. Assign Teams. Assign Herb Paper.	Professionalism. Sanitation. Knife Cuts and Basic Food Prep.	<u>Review.</u> Chicken Fabrication.
	Read CH. 1/ 2	responsibilities. Knives.	Knife cuts. Read CH. 3/4		Read CH. 8
Week 2	Stocks. Utilize Chicken. Prep Stocks. Terminology.	Stocks. Sauces. Tools and Equipment. Read CH. 7	Sanitation. Personal Safety. Stocks. Sauces.	Mise en Place. Sauces. <u>Review.</u> Basic Competencies.	<u>Quiz #1</u> Seasoning and Flavoring. Smell and Taste Test. Sauces. Read CH. 9
Week 3	Mise en Place. Sauces. Read CH. 5	Soups. <u>Alcohol Server's Permit.</u>	Sanitation. Soups. Recipes Measure- ments.	Soups. Professionalism. Finish Measurements. Court Bouillon.	Soups. <u>Review.</u> Review CH 4
Week 4	Effects of Heat on Food. Trussing Chicken.	Roasting. <u>Food Handler's Certification.</u>	Sanitation. Braising.	Braising. Prep for Fund Raiser.	Guest Chef. <u>Quiz #2</u> Fund Raiser.

Week 5	<u>Review for Midterm</u>	Saute. Pan Fry. HACCP.	Sanitation. Forces Shaping Todays Food Service. Saute. Pan Fry.	Broiling. Grilling.	<u>Midterm</u>
Week 6	Poaching. Carve Pumpkins!	Integrated Pest Management.	Sanitation. Deep Frying.	Emergency Actions. Mayonaisse. Read CH. 17	<u>Review.</u> Sanitation Jeopardy. Read CH. 18/19
Week 7	Vegetables	Vegetables. Starches. Crisis Management.	Sanitation. Vegetables. Starches.	Vegetables. Starches. Institutional Industries.	<u>Review</u> <u>Present Herb Papers.</u> Read CH. 24
Week 8	<u>VETERAN'S DAY</u>	Breakfast. Fruits.	Sanitation. Breakfast.	Breakfast.	<u>Quiz #3</u> <u>Breakfast Buffet</u>
Week 9	<u>Field Trip-</u> Hallmark Fisheries	Flavor Profiling Cooking turkeys for community.	Sanitation. Chili Challenge! Slice and pan turkeys. Read CH. 21/22	<u>THANKSGIVING</u>	<u>THANKS- GIVING</u>
Week 10	Salad Greens Salad Dressings.	Composed Salads.	Sanitation. CHEESE DAY.	Sandwiches. <u>Review for Final</u>	Practical Final Practice.
Week 11	Practical Final	Practical Final	Clean	Written Final	Inservice

Note: The instructor reserves the right to alter the date and content of presentations.
Reading Assignments: See Calendar

*Policies and Procedures:

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

***ACADEMIC PLAGIARISM AND CHEATING**
(To be attached to course syllabus)

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

***DISCRIMINATION/HARASSMENT POLICY**

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

***REFUND POLICY**

Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

For classes that are one week or less in duration, a 100% refund will be given if the formal withdrawal is completed by the end of the day before the class is scheduled to meet the first time. Students who feel that their circumstances are extraordinary and warrant exception from this policy may appeal to the Student First Stop in Dellwood Hall by completing a Request for Refund and Exception to Policy form.

The tuition refund process begins the second week of the term in which the student is currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order, VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC degree graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

Standard 5.1.1

CRT2000 Introduction to Professional Cooking

Week 1 and 2 Instructional Plans

Week 1

- Syllabus / introductions / overview
 - Providing safe food
 - The micro World
 - Food service History
-
- History of the modern food service
 - Professional notebook
 - Standards of professionalism
 - The restaurant business
 - Fine dining / fast food service / specialty
 - Knife skills
 - Herb Paper

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE:

CRT

WEEK 1 **DAY** 1

TITLE General Rules / Handbook - Tom

OBJECTIVE CHEF INTRODUCTIONS
 UNIFORMS

MATERIAL:

VIDEO:

OVERHEAD:

OTHER:

Fire Drill
Tour Facility
Talk Equipment
Demo large + small equipment.

TEST

DEMO

SYLLABI - HERB PAPER ASSIGN?

HANDOUTS

ASSIGN Lockers,
Knives

ASSIGNMENTS Engraving

COMMENTS

Read Ch. 1 and 2

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE:

CRT

WEEK 1 DAY 2

TITLE

OBJECTIVE

Intro to F+B Industry - Tom
Sanitation - Nilda
Mise en Place - Nilda (~~blanch~~ refresh?)

MATERIAL:

VIDEO:

OVERHEAD:

OTHER:

Talk about Knives

TEST

Sharpening Knives →

DEMO

Safety

Cutting julienne/brunoise potatoes.

HANDOUTS

Setting up Stations.

Cleaning Responsibilities

ASSIGNMENTS

julienne, brunoise potatoes

COMMENTS

Engraving.

★ Assign Teams, etc.

READ Ch 1+2

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE:

CRT

WEEK 1 DAY 3

TITLE

OBJECTIVE F+B - Tom
Simulation - Nilda spent 65 min.

MATERIAL:

VIDEO: * Kitchen cleaning
OVERHEAD: Teams - Assignments
OTHER: * Assign Herb Paper

TEST Other: Chop Parsley Dice Onion
Chiffonade Basil Julienne
DEMO Concasse Tomato Batonnet } Carrots.
Peel/chop garlic
" " Shallots

HANDOUTS

✓ STATION SET-UPS

ASSIGNMENTS

do above cuts:

COMMENTS

• Make fresh Tom sauce.
• Make spaghetti

Engraving Read Ch. 3/4

* freeze ice

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE:

CRT

WEEK 1 **DAY** 4

TITLE Professionalism - Tom

OBJECTIVE Sanitation - Nilda.

MATERIAL:

VIDEO:

OVERHEAD: Demo - Vinegrette for class. ^{Rasp. - Jelly}

OTHER:

TEST

DEMO

HANDOUTS

ASSIGNMENTS

COMMENTS

Chiffonade Spinach / Salad.

Leek

orange segments

Clarified butter - 2 ways

Brocc - blanch & refresh

turn mushrooms - sauté

Asp - peel, bar

tournee pots - bar.

Demo
Veg
Plate.

↗ all of above.

assemble veg plate.

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE:

CRT

WEEK 1 **DAY** 5

TITLE

OBJECTIVE

Review of the new Building

MATERIAL:

Review

VIDEO:

OVERHEAD:

OTHER:

TEST

DEMO Chicken Fabrication

HANDOUTS

Continue Knife Cuts.

ASSIGNMENTS

COMMENTS

READ Chapter 8

Week 2

- Contamination and food borne illness
 - The safe food handler
 - Cooking Equipment / Knives, hand tools and small equipment
-
- Culinary Terminology
 - Mise en Place / assemble tools / assemble ingredients
 - The dinning market / eating market dynamics
 - Stocks and Sauces
 - Quiz #1

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE: CRT 2000, 01, 02, 15

CRT

WEEK 2 DAY 1

TITLE

OBJECTIVE LECTURE: STOCKS - Nilda
TERMINOLOGY - TOM

MATERIAL:

VIDEO: Jacques Pepin #4 Cutting up a Chicken.

OVERHEAD:

OTHER:

TEST

DEMO Chicken Fabrication

Mirepoix, Sachet/Bouquet garni

Meal w/ Chicken Breast, Rice Pilaf, cream sauce

HANDOUTS

Batonnet Carrots. - Demo meal

ASSIGNMENTS Fabricate a Chicken

Prep ~~Stocks~~ Stocks

COMMENTS

↳ Mirepoix, Sachet, Carcasses

Prep meal that was demoed.

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE: CRT 2000, 01, 02, 15

CRT

WEEK 2 DAY 2

TITLE

LECTURE: SAUCES - Tom
OBJECTIVE Sanitation

MATERIAL:

VIDEO:

OVERHEAD:

OTHER:

Begin Brown also here

Begin Stocks at start of
class w/ prep from yesterday.

TEST

~~Finishing~~ Straining a stock.

DEMO Roux

Chicken thigh/Duxelle / Straining/SKimming
Bechamel Sauce a stock.

HANDOUTS

ASSIGNMENTS

Chicken thigh/Duxelle

COMMENTS

Tourné Pots
Veg du jour

Read Ch. 7

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

1 Pull Spinach
for
Friday!

COURSE:

CRT

WEEK 2 DAY 3

TITLE

Nilda Personal Safety!
Personal Hygiene

OBJECTIVE

~~HAACP~~ - TOM SAFE Food Handler.

★ Start Video!

Begin Brown Stock bones in
early

MATERIAL:

Bones

Mirepoix

Sachet

Acid

leave overnight

VIDEO:

OVERHEAD:

OTHER:

arrange for
Monday of second
week next
year!

TEST

Strain Brown Stock

DEMO

Veloute' → supreme sauce.

HANDOUTS

Supreme Breast of Chicken

Spaetzle - be sure to scute
nicely.

veg du jour

ASSIGNMENTS

COMMENTS

make above demo-ed items.

small dice
a ~~bitter~~ veg soup?
Stock

add orzo & veggies.

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE: CRT 2000, 01, 02, 15

CRT

WEEK 32 DAY 4

TITLE

OBJECTIVE

Mise en Place - Recipe - Nilda -
Review - T

MATERIAL:

VIDEO: "Family Food" (SOCC Library)

OVERHEAD:

OTHER:

★ TEST SET UP Taste Test for Tomorrow

DEMO ★ Brown Roux - 350 - 30min. (flour)

HANDOUTS

Sauce Espagnole - use for swiss steak tomorrow
~~Strain Brown Stock~~

ASSIGNMENTS

Basic Competencies / Pull Spinach for tomorrow
All cuts assigned

COMMENTS

Pots, carrots? ; Cook own chicken leg/thigh

OREGON COAST CULINARY INSTITUTE

LESSON PLAN

COURSE:

CRT 2000, 01, 02, 15

WEEK 2 DAY 5

TITLE

OBJECTIVE Smell Taste/Test

Quiz #1

MATERIAL:

Sauces...

VIDEO:

OVERHEAD:

OTHER:

TEST

DEMO Española Sauce

HANDOUTS

Read Ch. 9.

ASSIGNMENTS Española Sauce

Cheese Sauce (~~using bechamel from Tuesday~~)

COMMENTS

Mac/Cheese

Spinach au Gratin

Standard 5.5

CRT2000 Introduction to Professional Cooking

Samples of Lab Assignments

LAB GRADING

Name _____

Timeliness

15	10	5
<ul style="list-style-type: none">• Ready for start of class	<ul style="list-style-type: none">• Arrives at last minute or within 5 minutes of start of class	<ul style="list-style-type: none">• Is more than 10 minutes late for class

Professional Attitude

15	10	5
<ul style="list-style-type: none">• Works well in team.• Attentive during instruction of daily lab duties and follows instruction well.• Performs cooking and cleaning responsibilities successfully.• Full, clean uniform.	<ul style="list-style-type: none">• Works well in team.• Lack of attention during instruction leads to unsuccessful completion of lab duties.• Missing uniform component(s).	<ul style="list-style-type: none">• Works outside the team.• Disruptive during instruction.• Shirks cooking/cleaning responsibilities.• Improper, dirty uniform

LAB GRADING

Name _____

Timeliness

15	10	5
<ul style="list-style-type: none">• Ready for start of class	<ul style="list-style-type: none">• Arrives at last minute or within 5 minutes of start of class	<ul style="list-style-type: none">• Is more than 10 minutes late for class

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Knife Skills Competencies
5 points each

Name _____

Julienne

Batonnet

Brunoise

Medium Dice

Tourne

DEMONSTRATE HAND TOOL AND EQUIPMENT
EMPHASIZING PROPER SAFETY TECHNIQUES:

Kitchen Aide

Food mill

Mandolin

Meat slicer

Blender

Food Processor

DEMONSTRATE HOW TO READ
AND FOLLOW A STANDARD RECIPE

Prepare a meal using a recipe
from the Professional Cooking Book.

Outline the procedure for writing a standard recipe

Prepare written requisitions for recipe

DEMONSTRATE SAFE PRACTICES
USING STOVES, OVENS ETC.

Lighting stoves and ovens

Preparing a deep fryer for use

Emptying a deep fryer

Using a grill

Using a salamander

DEMONSTRATE COOKING METHODS:

Roasting and baking

Braising and stewing

Sauteeing

Poaching

Grilling and broiling

Frying

WEIGHTS AND MEASURES:

Scales, pound and ounce

Liquid containers for measuring

Ladles

Scoops

IDENTIFY HERBS, SPICES

Use a variety of Herbes

Use a variety of Spices

Prepare a marinade

Prepare a dry rub

Recognize different vinegars

Prepare a relish or condiment

SOUPS STOCKS AND SAUCES:

Prepare chicken stock

Prepare beef or veal stock

Prepare a thick soup

Prepare a thin soup

Prepare:

Hollandaise

Veloute

Espagnole

Tomato sauce

Bechamel

IDENTIFY HOT AND COLD SANDWICHES:

Prepare a cold sandwich

Prepare a hot sandwich

Prepare mayonnaise

BREAKFAST:

Prepare a variety of egg dishes

Intro Competencies

5 points each

Name _____

1. Be able to identify and use a variety of herbs, spices, oils, vinegars, condiments, marinades and rubs.
 acceptable unacceptable
 Comments
-

2. Be able to produce a variety of stocks and have an understanding of ingredients used to make stocks and the ratio of the ingredients used to make stocks.
 acceptable unacceptable
 Comments

3. Be able to produce all of the Grand Sauces with an understanding of the ingredients used in the sauces and the techniques used to produce the sauces.
 acceptable unacceptable
 Comments

4. Be able to identify all of the grand sauces and be able to determine if the sauces have the right consistency, flavor and color.

Intro Competencies

1. Be able to produce a variety of soups from the two basic soup categories.
_acceptable _unacceptable
Comments

2. Be able to identify and prepare a variety of Fruits, Vegetables, Starches, legumes and grains using a variety of cooking methods.
_acceptable _unacceptable
Comments

3. Be able to identify and prepare a variety of salad dressings including vinaigrettes' and emulsified dressings.
_acceptable _unacceptable
Comments

4. Be able to identify and prepare and dress a variety of salad greens
_acceptable _unacceptable
Comments

5. Be able to identify and prepare and present a variety of composed salads.
_acceptable _unacceptable
Comments

OCCI
Intro Competencies

1. Be able to identify the components of a standardized recipe and accurately prepare the recipe according to the directions.
__acceptable__ unacceptable
Comments

2. Be able to write a standardized recipe including the procedure yield and plating description.
__acceptable__ unacceptable
Comments
3. Describe the Various Cuisines and Contributions of leading Culinaricians.
__acceptable__ unacceptable
Comments
4. Be able to Sauté a variety of foods using proper Sauté Techniques including ala minute Sauces.
__acceptable__ unacceptable
Comments

Intro Competencies

1. Be able to Roast and Bake a variety of foods using a variety of techniques including trussing marinating, Slow Roasting and Searing.
_acceptable _unacceptable
Comments
2. Be able to differentiate between, Roasting, Smoke Roasting, Baking, Spit Roasting and Poaching.
_acceptable _unacceptable
Comments
3. Be able to Select and prepare a variety of meats and seasonings and be able to Barbeque them to the proper doneness.
_acceptable _unacceptable
Comments
4. Be able to Grill and Broil a variety of Meats to the correct doneness with an understanding of Temperature Control, having the right Degrees of Browning and the proper cross hatch Marks.
_acceptable _unacceptable
Comments

Intro Competencies

1. Be able to braise and stew a variety of foods. Understanding the difference between the two.
_acceptable _unacceptable
Comments
2. Be able to shallow Poach foods properly and produce a sauce from the cooking liquid.
_acceptable _unacceptable
Comments
3. Be able to poach foods properly in a Court Bouillon and Simmer foods properly with an understanding of the differences in the temperature range and the differences between poaching and simmering.
_acceptable _unacceptable
Comments
4. Be able to Boil and Steam a variety of foods properly. Including and Understanding of shocking and refreshing Boiled and Steamed foods.
_acceptable _unacceptable
Comments

Intro Competencies

6. Be able to Pan Fry and Deep Fry a variety of foods, to their proper doneness, using Butters and breading.

acceptable unacceptable

Comments

Culinary Competencies

1. Be able to identify and prepare the different elements of a sandwich, including an understanding in the differences in preparation of hot and cold sandwiches.
_acceptable _unacceptable
Comments

2. Be able to identify and prepare a variety of breakfast meats.
_acceptable _unacceptable
Comments

3. Be able to identify prepare eggs for breakfast cookery,
Including, fried eggs, scrambled eggs, poached eggs, shirred eggs and omelet's,
_acceptable _unacceptable
Comments

4. Be able to identify and prepare a variety of breakfast batter products including,
pancakes
Waffles and French toast.
_acceptable _unacceptable
Comments

Standard 5.5

CRT2000 Introduction to Professional Cooking

Samples of Written and Practical Examinations

INTRO Quiz # 1

Multiple Choice

1. The chef Carême is famous for:
 - (a) the development of the classical brigade system that is still in use in many of today's kitchens.
 - (b) refining and organizing cooking techniques, recipes, and menus.
 - (c) the introduction of food preservation techniques, such as freezing, that caused revolutionary changes in food service and in eating habits.
 - (d) none of the above.
2. The sauce chef prepares which of the following as part of his or her duties?
 - (a) broiled meats.
 - (b) roasted meats.
 - (c) sautéed meats.
 - (d) none of the above.
3. Modern food service began _____.
 - (a) at the time of the French Revolution
 - (b) because many chefs found themselves without jobs
 - (c) when chefs began opening restaurants in and around Paris to support themselves
 - (d) all of the above
4. If you read Carême's books, you would find chapters on _____.
 - (a) recipes
 - (b) menu making
 - (c) cooking principles
 - (d) all of the above
5. Which of the following is attributed to Carême, rather than to Escoffier?
 - (a) founder of classical cuisine
 - (b) reorganization of the kitchen
 - (c) father of 20th century cooking
 - (d) simplification of the classical menu
6. The way a kitchen is organized would be least dependent upon which of the following factors?
 - (a) the menu
 - (b) the size of the operation
 - (c) the type of customers served
 - (d) the physical facilities of the kitchen
7. Although the chef is in charge of the kitchen, the _____ is directly in charge of production.
 - (a) tournant
 - (b) sous chef
 - (c) entremetier
 - (d) garde manger

8. If you have been hired as an executive chef, then you are responsible for _____.
- (a) menu planning
 - (b) costing and purchasing
 - (c) work schedule planning
 - (d) all of the above
9. Only one of the following combinations is correct. Which one is it?
- (a) entremetier — fish
 - (b) grillardin — sauces
 - (c) poissonier — vegetables
 - (d) garde manger — cold foods

Fill in the blanks

10. A _____ is a type of oven with a fan that circulates the hot air.
11. A _____ is a small broiler used to brown the tops of some items.
12. A _____ is a tall, cylindrical stainless steel container used for storing foods and for holding them in a hot water bath.
13. A _____ is used for slicing breads.
14. A _____ is a sword-shaped tool used for maintaining knife edges.
15. A _____ is a cone-shaped strainer.
16. A _____ is a round, broad, shallow, heavy-duty pot with straight sides, used for braising meats.
17. A _____ is a large perforated bowl, used to drain such items as salad greens and vegetables.
18. The _____ is used for the same cooking operations as the overhead broiler, except the heat source is below the food.
19. The _____ has a shallow rotating bowl that carries food to a pair of spinning blades.
20. When using a griddle, it is essential to _____.
- (a) clean it after every use
 - (b) condition it after each cleaning
 - (c) both a and b
 - (d) neither a nor b
21. When using a deep fryer, it is important to _____.
- (a) keep the kettle filled to the fill line
 - (b) check the accuracy of the thermostat regularly with a thermometer
 - (c) when filling the kettle with solid fat, set the thermostat to 250°F (120°C) until the fat has melted enough to cover the heating elements
 - (d) all of the above
22. A _____ can be used as a griddle, fry pan, brazier, stew pot, stock pot, steamer, or steam table.
- (a) rotisserie
 - (b) tilting skillet
 - (c) steam cooker
 - (d) steam-jacketed kettle

23. I heat my contents from both the bottom and the sides; I provide quicker, more uniform, and more controllable heat than pots on the range; and my capacity can be as much as 400 gallons. I am a _____.
- (a) deep fryer
 - (b) tilting skillet
 - (c) steam cooker
 - (d) steam-jacketed kettle
24. Steam cookers are ideal for cooking _____.
- (a) soups
 - (b) meats
 - (c) vegetables
 - (d) breads and cakes
25. Which of the following is not one of a mixer's main attachments?
- (a) paddle
 - (b) agitator
 - (c) wire whip
 - (d) dough arm

INTRO QUIZ #2

Name the cooking procedures described.

1. To cook quickly in a small amount of fat.
2. To cook foods by surrounding them with hot, dry air in an oven or on a spit over an open fire.
3. To cook with radiant heat from above.
4. To cook submerged in hot fat.
5. To cook partially and very briefly in boiling water or in hot fat.
6. To cook by simmering or boiling until the quantity of liquid is decreased.
7. To cook uncovered in a skillet or sauté pan without fat.
8. To cook on an open grid over a heat source.
9. To cook in a moderate amount of hot fat in a pan.
10. To cook in water or other liquid that is bubbling gently, about 185-205°F (85-96°C).
11. To cook covered in a small amount of liquid, usually after preliminary browning.
12. To cook in a liquid, usually a small amount, that is hot but not actually bubbling.
13. To cook in hot fat.
14. To cook by direct contact with steam.
15. To cook in water or other liquid that is bubbling rapidly.

Multiple Choice

16. Adding an acid to meat during the cooking process _____.
 - a. speeds up the gelatinization process
 - b. tends to slow the coagulation of its protein
 - c. helps to dissolve some of its connective tissue
 - d. all of the above
17. Which pair of words makes the following sentence true when inserted in the blanks? Caramelization occurs when _____ browns, and gelatinization occurs when _____ absorbs water and swells.
 - a. sugar, starch
 - b. starch, sugar
 - c. protein, carbohydrate
 - d. carbohydrate, protein
18. To make a gallon of white stock, you need:
 - a. 1 gallon of water, 2-3 lb. bones, 1 lb. mirepoix.
 - b. 5-6 qt. water, 5-6 lb. bones, 1 lb. mirepoix.
 - c. 5-6 qt. water, 2-3 lb. bones, 1 lb. mirepoix.
 - d. 1 gallon of water, 4 lb. bones, 2 lb. mirepoix.

19. Some of the herbs most frequently used in a sachet for stocks include:
- Thyme, parsley, bay leaf.
 - Parsley, basil, sachet.
 - Thyme, tarragon, bay leaf.
 - Sage, cloves, peppercorns.
 - All of the above.
20. Recommended simmering time for beef and veal stock is:
- 1-3 hours.
 - 3-4 hours.
 - 6-8 hours.
 - 10-12 hours.
21. Recommended simmering time for fish stock is:
- 15-20 minutes.
 - 30-45 minutes.
 - 1-2 hours.
 - 2-3 hours.
22. Chicken stock should be simmered for about:
- 30-60 minutes.
 - 1-2 hours.
 - 3-4 hours.
 - 6-8 hours.
 - none of the above.
23. To make a white roux with 8 oz. of clarified butter, you will need:
- 8 oz. flour.
 - 4 oz. flour.
 - 1 cup flour.
 - 2 cups cornstarch.
24. A thickening agent made of the same ingredients as roux but made without cooking is:
- slurry.
 - whitewash.
 - beurre manié.
 - liaison.
25. Sauces that are to be frozen should be thickened with:
- cornstarch.
 - either cornstarch or roux.
 - waxy maize.
 - arrowroot.
26. A liaison is added to a sauce:
- at the beginning of cooking:

- b. at the end of cooking:
- c. at any time during cooking:
- d. just before the sauce is reduced.

27. The process of reduction may be used in sauce making for the purpose of:

- a. concentrating the sauce.
- b. correcting the texture of a sauce.
- c. concentrating flavoring ingredients to be added to a sauce.
- d. all of the above.

28. Compound butter is:

- a. raw butter mixed with flavoring ingredients.
- b. brown butter mixed with flavoring ingredients.
- c. another name for clarified butter.
- d. a mixture of equal parts raw butter and flour.

29. The ratio of egg to butter in Hollandaise is approximately:

- a. 2 egg yolks per pound (450 g) of clarified butter.
- b. 6 egg yolks per pound (450 g) of clarified butter.
- c. 9 egg yolks per pound (450 g) of clarified butter.
- d. none of the above.

30. The definition of a stock contains all of the following components except

- a. liquid
- b. thickened
- c. clear and thin
- d. flavored by soluble substances

31. The technique used to make meat glaze from stock is called:

- a. straining.
- b. viande.
- c. reduction.
- d. dilution.
- e. tempering.

INTRODUCTION TO CULINARY ARTS MID TERM

NAME _____

1. DEFINE THE FOLLOWING TERMS

MIREPOIX _____

MISE EN PLACE _____

CHIFFONADE _____

FOND _____

CONCASSE _____

2. KNIFE CUTS: GIVE THE MEASUREMENTS FOR THE FOLLOWING

JULIENNE _____

BATONNET _____

BRUNOISE _____

MEDIUM DICE _____

3. MATCHING QUESTIONS

____ REMOULLAGE

____ DEPOUILLAGE

____ DEGRASSER

A. DEGREASING A STOCK

B. SKIMMING A STOCK

C. RE USE OF STOCK BONES

4. TRUE OR FALSE

CHICKEN STOCK SHOULD BE BOILED FOR 3-4 HOURS _____

STOCKS ARE NOT SEASONED WITH SALT _____

WHEN "BASES" ARE USED INCREASE THE SALT _____

PUT STOCKS IMMEDIATELY IN THE REFRIGERATOR TO COOL _____

5. GIVE THE PROPER SIMMERING TIMES FOR

BROWN STOCK _____

CHICKEN STOCK _____

FISH STOCK _____

VEGETABLE STOCK _____

6. EXPLAIN WHY STOCKS ARE STARTED WITH COLD WATER

7. A GOOD STOCK IS THE KEY TO MAKING GREAT

A. _____ B. _____

8. GIVE TWO REASONS TOMATO PASTE IS ADDED TO BROWN STOCK

A _____ - B _____

9. PUT THE FOLLOWING STEPS IN ORDER TO MAKE BROWN STOCK

- | | | |
|----------|---|-------------------------|
| 1. _____ | A | DEGLAZE THE ROAST PAN |
| 2. _____ | B | BROWN THE BONES |
| 3. _____ | C | CARAMELIZE THE MIREPOIX |
| 4. _____ | D | SKIM THE SKUM |
| 5. _____ | E | BRING TO SIMMER |
| 6. _____ | F | ADD TOMATO PASTE |
| 7. _____ | G | ADD COLD WATER |

10. MEASUREMENTS

HOW MANY

Tsp in 1oz _____

Tbsp in 1 oz _____

Oz in 1pint _____

Pints in 1qt _____

Qts in a gal _____

11. NAME ALL FIVE MOTHER SAUCES

1

2

3

4

5

12. WHAT IS A ROUX

13. DEFINE A SLURRY

14. EXPLAIN THE FOLLOWING TERMS

BEURRE MANIE _____

MONTER AU BEURRE _____

GLACE DE VIANDE _____

AU SEC _____

DEMI GLACE _____

15. WRITE A RECIPE FOR BEURRE BLANC

16. HOW DO WE CLARIFY BUTTER

17. LIST THE INGREDIENTS FOR A SACHET

18. LIST THE INGREDIENTS FOR A BOUQUET GARNI

19 HOW DO WE PREPARE CONSOMME

20 NAME 2 SMALL SAUCES FROM EACH OF THE MOTHER SAUCES

Mother sauce _____ Small sauces _____

Mother sauce _____ Small sauces _____

Mother sauce _____ Small sauces _____

Mother sauce _____ Small sauces _____

Mother sauce _____ Small sauces _____

Intro Quiz #3

1. Which of the following is not one of the three main categories of ingredients of a sauce?

- (a) liquid
- (b) mirepoix
- (c) thickening agent
- (d) additional seasonings and flavorings

2. A sauce should do all of the following except _____.

- a. work like a seasoning
- b. accent the flavor of food
- c. enhance the flavor of food
- d. dominate the food it accompanies

3. The most frequently used sauces are based on _____.

- a. bases
- b. glaces
- c. stocks
- d. reductions

4. Which Leading or Mother Sauce is paired incorrectly with its liquid ingredient?

- a. Béchamel → milk
- b. Velouté → white stock
- c. Hollandaise → clarified butter
- d. Espagnole → tomato plus white stock

5. Which of the following statements is true?

- a. Roux is another name for beurre manié.
- b. When adding a roux to a liquid, the roux may be cold or warm.
- c. Flour is often browned so that it has greater thickening power in a roux.
- d. Shortening can be used in place of butter to avoid a sauce that produces a "fuzzy" feeling in the mouth.

6. Which of the following is not recommended to thicken sauces?

- a. whitewash
- b. bread crumbs
- c. instant starches
- d. vegetable purées or ground nuts

7. To reduce a sauce au sec means to reduce it until it is _____.

- a. dry or nearly dry
- b. only half its former volume
- c. only three-fourths of its former volume

- d. clearly more flavorful than before it was reduced
8. The purpose of deglazing a pan is to _____.
- dissolve particles of cooked food remaining on the bottom of the pan
 - give an attractive shine to the product that has been cooked in the pan
 - remove the glaze that remains in the pan before it begins to lose its flavor
 - sanitize it so that it can be used to make another sauce without having to wash it
9. If a sauce is finished with monter au beurre, it means that _____ has been added to it.
- roux
 - butter
 - heavy cream
 - an egg-cream liaison
-
10. Which of the following Leading Sauce → thickening agent combinations is correct?
- Velouté → heavy cream
 - Hollandaise → egg yolks
 - Béchamel → brown roux
 - Espanole → white or blond roux
11. Which of the following Leading Sauce → liquid combinations is incorrect?
- Béchamel → milk
 - Hollandaise → butter
 - Velouté → white stock
 - Espanole → tomato sauce
12. Liquid + thickening agent = _____.
- Small Sauce
 - Leading Sauce
 - Main Small Sauce
 - Secondary Leading White Sauce
13. Leading Sauce + additional flavorings = _____.
- Small Sauce
 - Leading Sauce
 - Main Small Sauce
 - Secondary Leading White Sauce

14. Demiglaze _____.
- has been reduced by half
 - is a well flavored brown sauce
 - has been thickened with roux or cornstarch or left unthickened
 - all of the above
15. Which set of words completes the following sentence correctly? If Chef Fox wants to make _____ Sauce, she should begin with _____ Sauce.
- Mornay, Tomato
 - Creole, Béchamel
 - Bordelaise, Espagnole
 - Normandy, Brown Stock
16. Which set of words completes the following sentence correctly? If Chef Fox wants to make _____ Sauce, she should begin with _____ Sauce.
- Mornay, Tomato
 - Creole, Béchamel
 - Bordelaise, Espagnole
 - Normandy, Brown Stock
17. Which of the following small sauces is paired correctly with its distinguishing ingredient?
- Bordelaise → truffles
 - Charcutière → pickles
 - Lyonnaise → mushrooms
 - Marchand de Vin → white wine
18. If Chef Beausoleil has added onion, celery, green pepper, garlic, lemon rind, thyme, and a bay leaf to a sauce pan of Tomato Sauce, then she is making _____ Sauce.
- Creole
 - Spanish
 - Perigueux
 - Portugaise
19. A purée of vegetables or fruits used as a sauce is known as a _____.
- coulis
 - jus lié
 - Beurre Blanc
 - Beurre Rouge
20. The process of clarifying butter removes its _____.
- water
 - butterfat
 - milk solids
 - both a and c
21. A compound butter is made by _____.
- whipping butter, vinegar, and wine together
 - browning butter until its water and milk solids evaporate

- c. softening raw butter and mixing it with a flavoring ingredient
- d. adding coulis to a combination of clarified butter and red or white wine

22. Meunière Butter is served over _____

- a. fish
- b. beef
- c. chicken
- d. vegetable

23. As Chef Heineken explained how to make Hollandaise Sauce to his students, she said all of the following except _____.

- a. If your sauce curdles, try adding a teaspoon of water and beating vigorously.
- b. Make sure your peppercorn, salt, and vinegar reduction is cooled before you add the beaten egg yolks.
- c. Use the freshest eggs possible, and beat their yolks in a round-bottomed stainless steel bowl containing your reduction over hot water.
- d. Have your clarified butter as hot as possible, add it all at once to your egg yolk and reduction mixture in the bowl, and whip vigorously.

In the first blank after the name of each Small Sauce, place the letter corresponding to the Leading Sauce it is made from. In the second blank, write the letter of the main flavoring ingredient(s).

<u>Small Sauce</u>	<u>Leading Sauce</u>	<u>Principle Flavoring</u>
Example: Cream Sauce	<u> A </u> <u> c </u>	
24. Bordelaise Sauce	<u> </u> <u> </u>	A. Béchamel
25. Mousseline Sauce	<u> </u> <u> </u>	B. Chicken Velouté
26. Suprême Sauce	<u> </u> <u> </u>	C. Veal Velouté
27. White Wine Sauce	<u> </u> <u> </u>	D. Fish Velouté E. Espagnole
28. Mushroom Sauce	<u> </u> <u> </u>	F. Tomato
29. Charcutière Sauce	<u> </u> <u> </u>	G. Hollandaise H. Béarnaise
	<u> </u> <u> </u>	a) White wine b) Onion, celery, green pepper, garlic c) Heavy cream d) Whipped cream e) Reduction of red wine, shallots, pepper, herbs f) Madeira wine g) Cheese h) Reduction of white wine and onion i) Liaison, lemon juice j) Mushrooms k) Reduction of

30. Allemande Sauce

31. Madeira Sauce

32. Creole Sauce

33. Mornay Sauce

shallots,
mushrooms,
and vinegar

Sanitation and Safety Final

Name _____

True/False

1. Food containing disease-causing bacteria is likely to smell or taste spoiled.
2. Keeping a supply of insecticides is a good way to avoid cockroach infestation.
3. Removable, immersible parts of large equipment should be cleaned and sanitized like pots and pans.
4. Large stationary equipment such as table tops cannot be placed in the sink like pots and pans, so they should be cleaned thoroughly but not sanitized.
5. If both raw and cooked meats must be in the same refrigerator, store the cooked meats on the higher shelves and raw meats on the lower shelves.
6. To prevent trichinosis, pork products should be cooked to an internal temperature of 140°F (60°C) or higher.
7. Botulism is a food-borne disease usually caused by such foods as potato salad or custard-filled pastries left out of the refrigerator too long.
8. Most bacteria that cause food-borne disease are spread by food workers.
9. Cooked foods usually do not carry disease-causing bacteria because bacteria have been killed by the high cooking temperatures.
10. Silverware should be towel-dried to avoid water spots.

Short Answer

11. What is the best way to tell whether food from a bulging can is safe to eat?
12. What is the best way to protect against rat and mouse infestation?
13. How do you carry a knife safely?
14. What is the first step in cleaning an electric slicer?
15. What is the purpose of prerinsing dishes and pots and pans before washing?
16. Class A fire extinguishers are used for what types of fires? Class B? Class C?
17. List the steps in manual dishwashing in proper order.
18. What does sanitize mean?
19. Name two methods used to sanitize equipment.
20. What is the best way to catch a falling knife?
21. Name three bacteria that can cause intoxication poisoning in food.
22. In the HACCP system, what are the three categories of hazards?

Multiple Choice

23. Pathogens are most specifically _____ bacteria.
 - (a) harmless
 - (b) beneficial
 - (c) undesirable
 - (d) disease-causing
24. All bacteria are _____.
 - (a) harmless
 - (b) beneficial

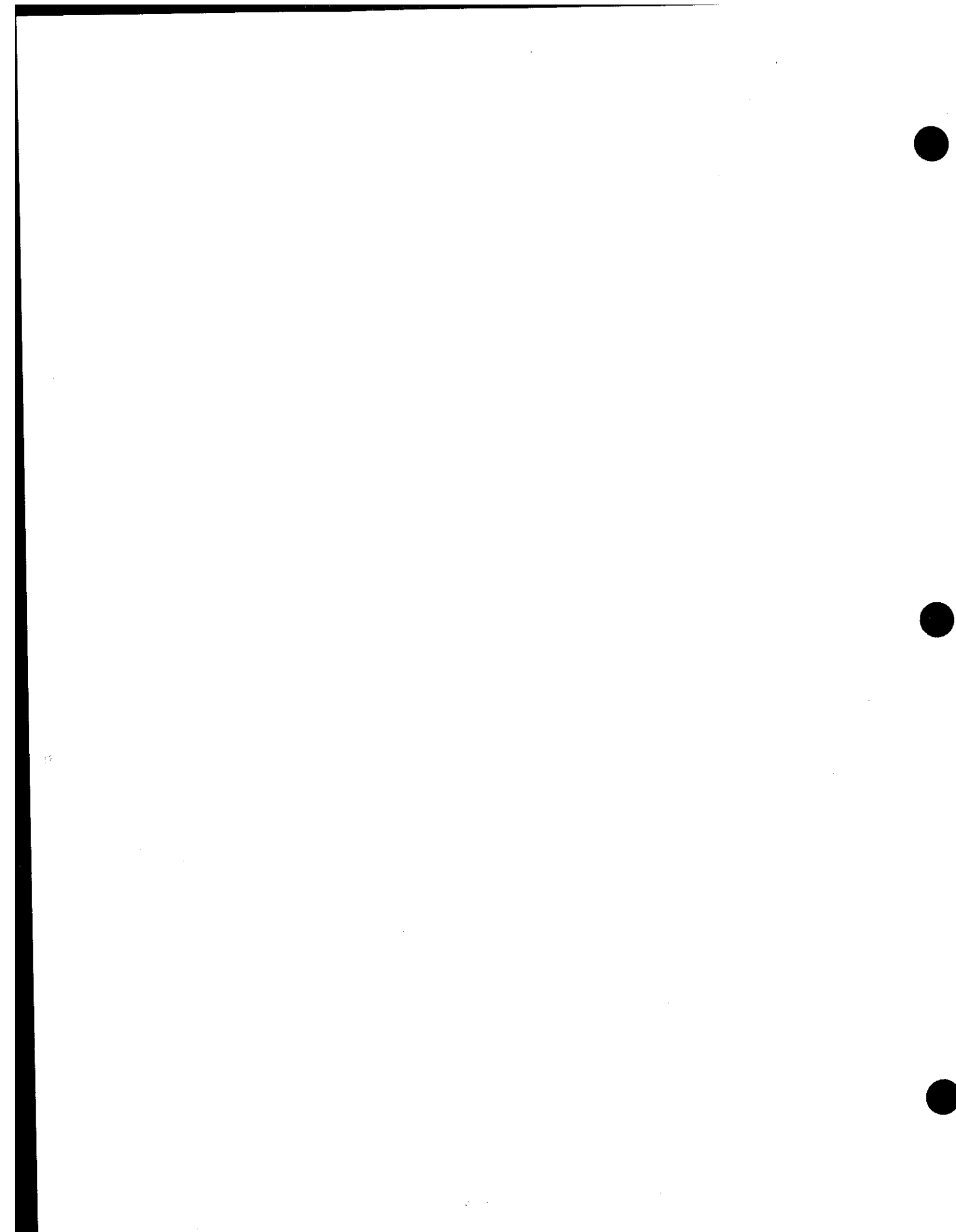
- (c) undesirable
 - (d) none of the above
-

25. Which pair of words or phrases make the following sentence true when they are inserted in the blanks? Pathogens produce _____, and undesirable bacteria produce _____.
- (a) disease, food spoilage
 - (b) food spoilage, disease
 - (c) detectable odors or tastes, no detectable odors or tastes
 - (d) both a and c
26. Bacteria _____.
- (a) multiply by splitting in half
 - (b) can double in number every 15 to 30 seconds
 - (c) can multiply to a million in less than 30 minutes.
 - (d) all of the above
27. Which of the following are conditions that can affect the growth of bacteria?
- (a) food and moisture
 - (b) acidity and alkalinity
 - (c) temperature, air, and time
 - (d) all of the above
28. The temperature range of the Food Danger Zone is _____.
- (a) between 41°F (5°C) and 140°F (60°C)
 - (b) a factor that affects the growth of only anaerobic bacteria
 - (c) the range of temperature in which bacterial growth is slowest
 - (d) all of the above
29. Which of the following is not one of the three principles of food protection from bacteria?
- (a) Kill bacteria.
 - (b) Stop bacteria from growing.
 - (c) Keep bacteria from spreading.
 - (d) Promote the locomotion of bacteria.
30. Which pair of phrases make the following sentence true when they are inserted in the blanks? Intoxication is caused by _____, and infection is caused by _____.
- (a) poisons produced by bacteria, bacteria that attack the body
 - (b) bacteria that attack the body, poisons produced by bacteria
 - (c) physical contamination, metals (e.g., lead, copper, and zinc)
 - (d) metals (e.g., lead, copper, and zinc), physical contamination
31. Which of the following is a disease classified as both anaerobic and an intoxication?
- (a) botulism
 - (b) hepatitis
 - (c) trichinosis
 - (d) salmonella

32. Which of the following source → food-borne disease combinations is correct?
- (a) shellfish → trichinosis
 - (b) pork → infectious hepatitis
 - (c) poultry → streptococcal infections
 - (d) food workers → staphylococcus food poisoning
33. Physical contamination may _____.
- (a) not be toxic
 - (b) cause injury or discomfort
 - (c) result from pieces of glass, metal shavings, stones, soil, insect parts, or hair
 - (d) all of the above
34. Most food-borne diseases are caused by bacteria spread by _____.
- (a) insects
 - (b) rodents
 - (c) equipment
 - (d) food workers
35. Which of the following signs does not appear on the walls of Chef Sain's kitchen?
- (a) Nail Polish Is Not Allowed
 - (b) Hats or Hairnets Are Required
 - (c) Wash Your Hands After You Smoke
 - (d) Sickness Is Not an Excuse to Miss Work
36. Which pair of words or phrases makes the following sentence true when they are inserted in the blanks? _____ food should be kept at a temperature of _____.
- (a) Hot, 140°F (60°C) or higher
 - (b) Frozen, 40°F (4°C) or lower
 - (c) Refrigerated, 0°F (-18°C) or lower
 - (d) all of the above
37. Which of the following types of food should be refrigerated at the lowest temperature?
- (a) fish and seafood
 - (b) poultry and meat
 - (c) egg, milk, and cream
 - (d) raw vegetables and fruit
38. Which of the following is a possible source of cross-contamination?
- (a) food
 - (b) equipment
 - (c) work surfaces
 - (d) all of the above

39. Which pair of phrases makes the following sentence true when they are inserted in the blanks? If equipment is clean, it is _____. If equipment is sanitized it is _____.
- (a) free from visible soil, free from disease-causing bacteria
 - (b) free from disease-causing bacteria, free from visible soil
 - (c) both a and b
 - (d) neither a nor b
40. Bacteria can be killed by _____.
- (a) heat
 - (b) freezing
 - (c) chemicals
 - (d) both a and c
41. The most effective method to control rodent and insect pests is to _____.
- (a) build them out
 - (b) exterminate them
 - (c) eliminate their food supply
 - (d) eliminate their harborage and breeding places
42. The purpose of the seven-step Hazard Analysis Critical Control Point system (or HACCP) is to _____ any dangers of food contamination.
- (a) control
 - (b) identify
 - (c) monitor
 - (d) all of the above
43. The purpose of double-breasted jackets is to _____.
- (a) give a stylish, professional appearance to food workers
 - (b) protect the wearer from spilled or splattered hot foods or fat
 - (c) give food workers extra buttons on which to hang small utensils
 - (d) both b and c
44. On the basis of the following four statements, which food worker is least likely to cut him/herself or another person in the kitchen.
- (a) John: "When I drop a knife, I try to catch it before it can land on my foot and cut it."
 - (b) Mary: "When I wash my knives, I never soak them by putting them in the sink and covering them with water."
 - (c) Luke: "I don't like to use very sharp knives because I am more likely to cut myself with a sharp knife than a dull one."
 - (d) Ruth: "When I walk from one part of the kitchen to another with my knife, I hold it in front of me with the blade pointed away from me so that everyone can see I am carrying a knife."

45. Which of the following is a potential hazard in the kitchen?
- (a) loose, untucked apron strings
 - (b) lifting with back muscles instead of leg muscles
 - (c) plugging in a piece of equipment with its switch "on"
 - (d) all of the above
46. Which of the following combinations of types of fires is paired correctly with its possible sources?
- (a) Class A — wood, paper, cloth, and ordinary combustibles
 - (b) Class B — switches, motors, and electrical equipment
 - (c) Class C — grease, oil, gasoline, and solvents
 - (d) all of the above



OCCI INTRO FINAL

NAME _____

TODAY YOU ARE OUR NEW CULINARY ARTS
INSTRUCTOR.

WE HAVE A NEW CLASS WITH VERY LITTLE
KNOWLEDGE OF CLASSICAL CULINARY TECHNIQUES,
PLEASE EXPLAIN IN DETAIL THE FOLLOWING
PREPARATIONS.

1. CHICKEN STOCK

2. FISH FUMET

3. BROWN VEAL STOCK

4. COURT BOUILLON

5. BECHAMEL SAUCE

6. VELOUTE SAUCE

7. HOLLANDAISE SAUCE

8. ESPAGNOLE SAUCE

9. DEMI GLACE

10. CONSOMME

11. CREAM OF ASPARAGUS SOUP

12. CLAM CHOWDER

13. VICHYSOISSE

14. COOKING GREEN BEANS

15. COOKING RISOTTO

16. CONCASSE A TOMATO

17. THE BRAISING TECHNIQUE

18. THE POACHING METHOD

19. ROASTING TECHNIQUES

20. SAUTÉING METHOD

21. STANDARD BREADING PROCEDURE

22. DUCHESSE POTATOES

17. THE BRAISING TECHNIQUE

18. THE POACHING METHOD

19. ROASTING TECHNIQUES

20. SAUTÉING METHOD

21. STANDARD BREADING PROCEDURE

22. DUCHESSE POTATOES

Practical Examination for Intro (Certified Culinarian)

Practical Exam Guidelines

General Exam Criteria:

- Sanitation skills will be monitored at all times for compliance with standard rules.
- Sanitation infractions could lead to a failing grade.
- Professional Uniform: All Students must wear white chef coat, white toque, black or black and white checkered pants, leather shoes or clogs and have a clean apron and side towels.
- Student should bring their own plates unless the test site has agreed to provide them.

Exam Time: 2.5 hours

During the time allotted for your exam, prepare the following list of items, finish each according to industry standards, and present final products to your chef. As items are completed, you may present them at that time by setting them on finished plates at the end of your work station.

The Student shall exhibit the following:

- Julienne carrot, 2 ounces
- Batonnet carrot, 4 ounces (may also be cooked and used below for the chicken course preparation)
- Fine chopped parsley, 4 T (rinsed and readied for use)
- Standard mirepoix, 1 lb. (may be used to make chicken stock; reserve enough in a side plate to show the chef as they grade your progress)
- Prepare and begin to cook 1.5 gallons chicken stock. (Chefs will observe for proper techniques during the entire exam. Taste will not weigh high in the grade unless overly seasoned with salt, pepper or other seasoning in which case a negative score could result.)
- Fabricate 1 whole chicken (2.5 – 3.5 pounds) into:
 - 2 drumsticks
 - 2 thighs
 - 1 wing
 - 1 chicken breast, first joint of the wing bone is attached. It is clean. Skin is on. Cartilage and rib bones are removed. 1 skinless, boneless chicken breast. Tenderloin or filet is removed.
- Prepare chicken carcass (from boned out chicken) for stock (to be presented, not for use in the chicken stock); carcass must be free of usable meat.
- Sauté one of the chicken breasts applying appropriate seasonings and methodology, and serve as a main course with appropriate vegetable and starch accompaniments. (Batonnet of carrots from above may be used.)

Notes:

- Students should inform chefs 10 minutes before they begin plating foods for final presentation.
- Appropriate organization, safety, and sanitation skills contribute greatly to each candidate's success.

**Certification Practical Exam Score Sheet
Certified Culinarian**

Candidate: _____ Member Number: _____

Facility/Site: _____ Date: _____

Certification level tested: _____

Food Safety & Sanitation ___ Acceptable ___ Unacceptable

COMMENTS/EXPLANATIONS:

Mise en Place (20 Points)

Organization/ Work Habits (0-10) _____

Utilization of Ingredients & Use of Allotted Time (0-10) _____

COMMENTS/EXPLANATIONS:

Cooking Skills and Culinary Techniques (40 Points)

Skills and Craftsmanship (0-30) _____

Serving & Portion Size (0-10) _____

COMMENTS/EXPLANATIONS:

Taste and Presentation Skills (40 Points)

Exhibit the following:

Julienne carrot, 2 ounces	_____ Acceptable	_____ Unacceptable
Batonnet carrot, 4 ounces	_____ Acceptable	_____ Unacceptable
Fine chopped parsley, 4 T	_____ Acceptable	_____ Unacceptable
Standard Mirepoix, 1 lb.	_____ Acceptable	_____ Unacceptable

COMMENTS/EXPLANATIONS:

Prepare and begin to cook 1.5 gallons chicken stock _____ Acceptable _____ Unacceptable

COMMENTS/EXPLANATIONS:

Fabricate 1 whole chicken into: 2 drumsticks, 2 thighs, 1 wing, 1 French breast and 1 supreme
_____ Acceptable _____ Unacceptable

COMMENTS/EXPLANATIONS:

Prepare chicken carcass for stock _____ Acceptable _____ Unacceptable

COMMENTS/EXPLANATIONS:

Saute one of the chicken breasts applying appropriate seasonings and methodology and serve as main course with appropriate vegetable and starch accompaniments.

COMMENTS/EXPLANATIONS:

Flavor & Texture (0-30) _____

Presentation and Nutritional Balance (0-10) _____

Total Test Score (0-100) _____

Exam Time 2 ½ Hours – Set Up Time _____ **Start Time** _____

Examiner's Signature: _____

Examiner's Printed Name: _____ ACF Member # _____


Candidate # _____

Standard 5.5

Samples of CSC Practical Exam Scoring Sheets

Certification Practical Exam Score Sheet
Certified Sous Chef

91%

Candidate:  Member Number: _____
Facility/Site: OCCI Date: 6-11-07
Certification level tested: CSC

Food Safety & Sanitation

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

Worked Clean - Sanitizer good
in Uniform, everything iced.

Mise en Place (20 Points)

Organization/ Work Habits (0-10)

Utilization of Ingredients & Use of Allotted Time (0-10)

9
9

COMMENTS/EXPLANATIONS:

Good organization, nice flow
of duties, good use of ingredients

Cooking Skills and Culinary Techniques (40 Points)

Skills and Craftsmanship (0-30)

Serving & Portion Size (0-10)

28
8

COMMENTS/EXPLANATIONS:

Good Skills - all components
Very nice
- Good Portions except salad a little
large.

Candidate Number _____

Taste and Presentation Skills (40 Points)

Prepare ¹/₂ ^{pound} recipe matignon vegetables Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

good matignon - ratio good
weight - good

Prepare ¹/₂ fresh Globe artichokes to a cooked state suitable for finishing depending on various menu descriptions (display whole cooked artichokes to the examiners: plates do not need garnish or sauce)

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

trim artichoke before trying
under ~~over~~ trimmed + tied - great - maybe slightly done.

Prepare 2 cups of cooked rice pilaf and use in final main course presentation

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

rice - cooked properly

Prepare ~~at least~~ ^{use as main course} one 6 ounce strip steak to medium rare (if not used as main course, display on a clean plate for the examiners to check doneness and proper cooking technique).

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

steak - good
carnals - good
rice - good
beurre blanc - good.

Fillet and poach one whole flat fish (if not used as main course protein, display on clean plate) 3 remaining fillets
 Shallow poach one fillet. Make sauce from onion. Wrap & freeze Acceptable Unacceptable

COMMENTS/EXPLANATIONS: Good on fillet - fish cooked properly, sauce excellent

Prepare ²/₄ servings of one salad with an emulsified vinaigrette dressing (tossed with extra dressing on the side); ingredients must be brought in. X Acceptable Unacceptable

COMMENTS/EXPLANATIONS: Missing Salad a little large.

(Steak, 6oz, medium rare) 1
 Choose one of the preceding proteins and serve a main course (¹/₄ portions) of that item along with appropriate sauces and accompaniments; additional ingredients may be brought in and prepared on site for the accompanying vegetables (rice pilaf must be used as part of the final presentation).

X Acceptable Unacceptable

COMMENTS/EXPLANATIONS: Steak
rice
carrots
sauce } good

* batonnet carrots (2 ounces) - great.
 2 egg yolk Bearnaise Sauce (on side) good
 Flavor & Texture (0-30) 28
 Presentation and Nutritional Balance (0-10) 8

Total Test Score (0-100) 91%


Exam Time 2 Hours - Set up Time 30 min Start Time 8:45

Examiner's Signature: Tom Roberts Examiner's Printed Name: Tom Roberts

Candidate Number _____

Certification Practical Exam Score Sheet
Certified Sous Chef

75%

Candidate:  Member Number: _____

Facility/Site: OCCCL Date: 6-11-07

Certification level tested: CSC

Food Safety & Sanitation

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

Neck Kerchief - Sanitation OK

Mise en Place (20 Points)

Organization/ Work Habits (0-10)

Utilization of Ingredients & Use of Allotted Time (0-10)

8
9

COMMENTS/EXPLANATIONS:

Need to fine tune organization

Cooking Skills and Culinary Techniques (40 Points)

Skills and Craftsmanship (0-30)

Serving & Portion Size (0-10)

15
9

COMMENTS/EXPLANATIONS:

need 2 containers - 7 useable Trim Furstie
Conds - Batonnet needs work

Candidate Number _____

Taste and Presentation Skills (40 Points)

Prepare ¹/₂ ^{pound} recipe matignon vegetables Acceptable Unacceptable

COMMENTS/EXPLANATIONS: good even cut, ratio - good
Weight - good.

Prepare ¹/₂ fresh Globe artichokes to a cooked state suitable for finishing depending on various menu descriptions (display whole cooked artichokes to the examiners: plates do not need garnish or sauce)

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

Artichoke - Boiling vigorously - reduce heat
boiling liquid, needs seasoning.
After cooking Artichoke - shock - don't leave
in hot liquid
Trim a little uneven - slightly overdone - need to trim
leaves.

Prepare 2 cups of cooked rice pilaf and use in final main course presentation

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

Rice - Cooked properly - well seasoned.

Prepare ~~at least~~ ^{use as main course} one 6 ounce strip steak to medium rare (if not used as main course, display on a clean plate for the examiners to check doneness and proper cooking technique).

Acceptable Unacceptable

COMMENTS/EXPLANATIONS:

Steak - little overdone
Carrots - need more - little more flavor
rice - Good
Beurre sauce - needs work

Fillet and poach one whole flat fish (if not used as main course protein, display on clean plate)
 Small poach one fillet. Make sauce from cuisson. Wrap & freeze 3 remaining fillets.
 Acceptable Unacceptable

COMMENTS/EXPLANATIONS: Filets a little tough - rinse after fillet
sauce - little thin - good flavor. Fish - cold

Prepare ²/_# servings of one salad with an emulsified vinaigrette dressing (tossed with extra dressing on the side); ingredients must be brought in.
 Acceptable Unacceptable

COMMENTS/EXPLANATIONS: Dressing not emulsified
Salad needs to be better dressed.

(Steak, 6oz, medium rare)
 Choose one of the preceding proteins and serve a main course (# portions) of that item along with appropriate sauces and accompaniments; additional ingredients may be brought in and prepared on site for the accompanying vegetables (rice pilaf must be used as part of the final presentation).
 Acceptable Unacceptable

COMMENTS/EXPLANATIONS: Steak - little over done.
Carrot portion small - need more flavor
Rice - Good.
Sauce - Needs work.

* batonnet carrots (2 ounces) - need seasoning - more on plate
 2 egg yolk Bearnaise Sauce (on side) - needs work
 Flavor & Texture (0-30) 26
 Presentation and Nutritional Balance (0-10) 8

Total Test Score (0-100) 75%

Exam Time 2 Hours - Set up Time 30 min Start Time 8:45

Examiner's Signature: Tom Roberts Examiner's Printed Name: Tom Roberts

Candidate Number _____