Southwestern Oregon Community College

PROGRAM SELF STUDY

for the

AMERICAN CULINARY FEDERATION
ACCREDITING COMMISSION

May 26 – 28, 2009

COVER SHEET

ACF ACCREDITING COMMISSION
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ACF Accrediting Commission

OREGON COAST
CULINARY
INSTITUTE

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SELF STUDY

NAME OF INSTITUTION: Southwestern Oregon Community College

ADDRESS: 1988 Newmark Ave Coos Bay OR 97420

PROGRAM(S) NAME Associate of Applied Science Baking and Pastry

PROGRAM COORDINATOR: Shawn Hanlin

DATE OF FIRST PROGRAM OFFERING: September 2006

CURRENT NUMBER OF STUDENTS: FULL-TIME 35 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 4

NUMBER OF PART-TIMEFACULTY 0

LENGTH OF PROGRAM(S): 15 months

CLASSROOM AND LAB CONTACT HOURS: 1298 (do not include externship)

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

TOTAL CONTACT HOURS REQUIRED OF PROGRAM: 1694(include externship)

TOTAL GRADUATES FOR THE PAST TWO YEARS: 9

DATE: May 26-28, 2009

MARCH 2013

SUBMITTED BY: Shawn Hanlin, CEC ACE
TITLE: Executive Director, Oregon Coast Culinary Institute

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 Baking and Pastry at Southwestern Oregon Community College. The application is held at the national office for review.

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 2007. 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 Oregon Coast Culinary Institute (OCCI) of Southwestern Oregon Community College was granted a five-year accreditation by the American Culinary Federation in 2007 for the Culinary Arts degree.

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 List of 10 recent graduates and their places of employment. Including name, address, email address and phone numbers for graduates and employers

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

1.3 Copy (s) to show approval of credit or clock hour programs by state or accrediting body/commission

2.0 MISSION AND GOALS

1. What are the mission, goals and objectives of the program(s)?
The mission of the Baking and Pastry Program is to provide a quality education ensuring that students possess the skills necessary to become leaders in the fields of the baking and pastry field. 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 baking and pastry. Students are trained in courses, inclusive of yeast raised products, laminated doughs, breakfast pastries, a variety of cakes fillings and icings, a variety of egg and dairy products in hot and cold desserts, fried products, pastry products, chocolate and sugar, convenience and mixed basis, cost control purchasing, supervision 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 baking and pastry fields.

2. How do the mission, goals and objectives 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 OCCI and the college 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.

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 pastry chefs, bakers, hotel and restaurant chefs, in-store bakers, graduates 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, instructors, office of instruction staff 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 Baking and Pastry 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 classroom and laboratory/kitchen environment to help students understand the connection between program goals and learning outcomes and exit competencies.
- Students are required to attend a program orientation.
- Each student receives an OCCI Student Handbook, inclusive of goals and objectives for the Baking and Pastry program.

2.0 PROGRAM MISSION AND GOALS EXHIBITS

2.1 Sample of the review methods used

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 Baking and Pastry provides a broad foundation of baking and pastry theory and practical training necessary for success in the food service industry. Students will learn the art of creating exquisite baked goods, pastries, and confections, from traditional bread baking to masterful showpieces fit for the most elegant dessert finales imaginable. Students will learn to use sugar, syrups, icings, and chocolate to create feasts for the eye and palate. Prepare for a career as a professional baker or pastry chef in a bakery, fine restaurant, resort or on a cruise ship. (2008-2009 Southwestern Oregon Community College Catalog and other related publications)

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

OCCI offers an Associate of Applied Science degree in Culinary Arts. The Culinary Arts program is currently accredited through the American Culinary Federation. The college's hospitality services and foodservice programs are outsourced to a separate entity, Premier Foods. Premier Foods does not have any connection to OCCI's 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 ACE trainer. He was a member of the U.S. Culinary Team in 2000 and the New York Culinary Team in 1992.

The executive director also serves as the instructional director, the chief administrator that 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.

4. **Describe the advisory committee(s) for the program (s) and indicate:**
    a. **design of advisory committee and reason for its composition**
    b. **criteria/requirements for advisory committee members**
    c. **frequency of meetings**
    d. **functions and responsibilities**
    e. **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: pastry chefs, bakers, hotel and restaurant chefs, in-store bakers, graduates and instructors. OCCI requires the baking and pastry advisory committee to be comprised of at least fifty percent of representatives from the baking and pastry industry that are certified or certifiable, and student representation, at least one graduate of the program.

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 Baking and Pastry Program. These have included:

- *Curriculum Changes:* OCCI'S baking and pastry curriculum has evolved from the assistance and recommendations of the committee; such discussions have included program development and curriculum standards. Recommendations included not only industry based standards, but ACF and RBA standards. As a result curriculum has been enhanced and restructured with such standards.
- *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, and high school relations.

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

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 and staff as part of the learning process, provides a revenue source for special events, competitions and attendance at food shows. Monies received from community education courses, aid in sustaining 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.

An additional 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 baking and pastry industry and also include graduates of the program.

The college's position of institutional researcher provides an added strength to the program by assisting OCCI and the college's various departments in data collection and analysis relevant to individual departments. 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.

OCCI course outlines, evaluation strategies, schedules and descriptions are systematically reviewed each year and participate in the same college approval process; however, the mission and goals of the OCCI programs have not been systematically revised during this process. The need to sustain a high level of industry standards may be enhanced by systematically revising the OCCI programs' mission and goals.

OCCI students experience hands on learning both in and out of the classroom environment, but actual simulated or real industry experiences are limited to baking and pastry ACF/RBA sponsored events throughout the year; the rotation through the internal once weekly luncheon program, The Chef's Table and La Patisserie; production for special events at local casino; community education classes; volunteer production for Taste of Nation and local food bank/mission; and the end of the program externship. OCCI staff recognizes a need for additional industry experience while students are within the program in addition to the experience received at the end of the program. OCCI staff with the assistance of the advisory committee and Southwestern staff are researching options to enhance this area of need.

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

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?**

Through the assistance of the advisory committee OCCI programs' mission and goals will be reviewed and revised as needed to meet industry needs.

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

OCCI in assistance with the college, will research with the intent to implement an industry simulated experience within the organizational structure of OCCI.

The college will continue to review alternative funding sources, 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(s) related staff and faculty

3.3 Roster of the Baking and Pastry Advisory Committee members, which includes contact information, email addresses, 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

3.5 Copies of all current instructor's certificates or licenses

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 cakes, chocolates and confections, restaurant and management supervision, safety and sanitation, and baking and pastry arts application.

INSTRUCTOR	CERTIFICATION
Chef Tina Powers	Certified Master Baker (CMB)
Chef Woojay Poynter	Certified Culinarian (CC)
Chef Shawn Hanlin	Certified Executive Chef (CEC) Approved Certification Evaluator (ACE)
Chef Tom Roberts	Certified Culinary Educator (CCE) Certified Executive Chef (CEC)
Chef Nilda Garzelloni Dovale	Certified Chef de Cuisine (CCC)

Additionally, the program has support staff in two full-time student services positions: one admissions representative, one financial aid advisor and a 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 serves as a contact for the financial aid office and functions as an advisor to students. The admissions position is crucial in providing recruiting support to the instructors and to the directors, building relationships within the industry and other various institutions including high school culinary programs. This position functions as an advisor, tracks students' applications and is essentially the first contact and resource for most of the students. This position also serves as a liaison to the college's main admissions and recruiting department and participates in the marketing programs targeting recruiting and publications.

2. **Describe faculty workload, including advising, 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 baking and pastry classes is 1:18 in both lecture and lab courses. The overall college ratio in general and developmental education is (1:13). 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, Angel and WebCT for hybrid courses, uses of technology in the classrooms, and using the Internet as an instructional tool.

Chef instructors have participated in industry conventions in Salt Lake City, Spokane, Seattle and other locations. In addition, instructors are members of the Bay Area Chef's Association of Oregon, a chapter of ACF. In addition, the baking and pastry instructors belong to the Retail Bakers of America (RBA) and Research Chefs Associate (RCA).

Instructors have attended training in ServSafe, alcohol server, and other professional opportunities.

Faculty have opportunities to participate in 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 and with the addition of two new OCCI instructors in 2008, additional instructors may have the opportunity to participate. The mentoring program is designed to provide support for faculty members through observing instructors in the classroom, and in interaction with students and peers. Mentors may attend the instructors meetings' on a regular basis in order to be better informed. Additionally mentors may provide a third party perspective to identify strengths and weaknesses within the instructors' programs. For example, a mentor during the 2005-2006 academic year 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 of OCCI 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, OCCI 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 baking and pastry 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 administrative/clerical support services available to the program.**

OCCI has several supporting services that enhance the opportunities for promoting and growing the Baking and Pastry 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 basic breads and pastries, sanitation, chocolate and sugar work, bread sculpture and cake decorating among others. 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 staffs have created a pathfinder for students in locating some of the resources needed to be successful in the course. In addition, there is a mini library in the baking lab available for use by the students.

The Office of Cooperative Work Experience (CWE) assists instructors in OCCI by providing an overview of the externship program to students and providing ongoing support for the students during the course of the program in preparation of the students' externship.

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, 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.

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. Current certifications received and being pursued include: Chef Hanlin preparing for the CMC test and completing ACE training; Chef Powers completing the practical exam for the CEPC and will be taking the written test and is in the process of renewing her CEC and CCE; Chef Poynter recently completed the practical exam for CSC, is in the process of completing his certification for CSC and is in the process of receiving a bachelor's degree in culinalogy; Chef Dovale plans to pursue the CCE; and Chef Roberts is pursuing coursework in his transfer degree and bachelors degree.

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. For each student completing their externship, OCCI will fund the student's first year of membership within the ACF, as a resource of additional support for student entering into the industry. Additionally, 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. Having one

dedicated custodial staff is helpful in maintaining safe and sanitary conditions throughout the facility.

The consistency and frequency of the OCCI 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.

OCCI's executive director is instrumental in creating stability in the program, encouraging a team approach to learning and teaching, increasing the contacts and resources for externship opportunities, and administering learning assessments that lead to the improvement of instructors and the program.

A current weakness, as pertaining to faculty and staff in the Baking and Pastry program, is the recent changes in faculty. OCCI had been without a permanent baking and pastry instructor in the classroom during the 2007-2008 academic year and experienced an increase in student attendance in September 2008, which prompted the hiring of two baking and pastry instructors. The growth of the baking and pastry program and the addition of instructors have been influential in the success of OCCI as a whole; however, with growth and the additional faculty members, a learning and development period is a temporary weakness. Although new to OCCI, both instructors have extensive culinary background in and out of the classroom. OCCI and the college have implemented resources, such as the mentoring program described in section (4.4), to assist and provide support for these new instructors as they transition to the college.

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?**

The executive director has increased the collaboration among faculty, drawing on strengths from both the Baking and Pastry Program and the Culinary Arts Program. OCCI will emphasize a strong teamwork approach to organizing and operating each program to utilize the strengths of faculty in each discipline. 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 Faculty meeting minutes from the last year

4.2 Personnel data sheets/IPD's or Personnel development plans for all full and part-time faculty (use Faculty Professional Development report 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 baking and pastry 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 baking fundamentals; problem-solving and time line organization; proper handling of tools; preparation of frozen desserts, breads, cakes, pastries, chocolates, and confections.

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

The Baking and Pastry 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 Baking and Pastry Fundamentals I and II (CRT2031 and CRT2032) in the first term and Culinary Arts for Baking and Pastry Majors (CR2040) in the second term. Additionally, Afternoon Teas and other Beverage Celebrations (CRT2044), Wedding Cakes (CRT2044), Culinary Arts Career Planning (CRT2018), Bakery Design (CRT2030) in the third term further enhance the relationship. Exposure continues in the fourth term with Restaurant Supervision and Management (CRT 2017) and in the fifth term with 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 baking and pastry 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 welcomes guests and guest demonstrations throughout the year that provide opportunities to become familiar with the food service profession. (Reference exhibit 5.5)

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

The baking and pastry 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 baking and pastry 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 OCCI chefs have established and maintained long-standing relationships with several local vendors including Giradet Winery for field trips in the local area.

Guest speakers have included Ronald Schaffer CEC AAC; Mark Stuergess, Columbia Distributors; Joel Pomerantz, Oregon Restaurant Association; Dan Cantonio, CEC, The Mill Casino; and Brad Barnes CMC AAC CCA.

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 baking concepts to include familiarization of ingredients and their functions in the baking process 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 baking and pastry techniques, historic references, equipment, product identification, basic tools and equipment skills, sanitation and safety, formula development and procedure, baker's math, pastry construction, basic art design and oral communication.

The second term offers an introduction to culinary arts with an emphasis on ingredient functions and techniques and an overview of menu planning and design, and 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. Students apply cooking and baking methods to all components of a plated dessert creating the decision-making necessary for compatibility of ingredients (nutrition) and timing of cooking. Related instruction during this term includes nutrition.

Curriculum taught in the third term focuses on production, beverage and retail baking, enhancing the speed and accuracy in the real world. Technical skills are developed through the inclusion of advance cake productions, wedding cakes, pastillage decoration. General education enhances students' writing skills through the composition course.

The fourth term focus is chocolate, sugar and centerpiece work. This term helps the student to develop artistic and marketing side. The "dream the bakery project" helps students develop portfolio for their future. Related instruction during this term includes restaurant and management supervision. General education provides an introduction to

personal communication emphasizing strategies for externship contact and professional industry relationships.

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 Baking and Pastry 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 Baking and Pastry 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 Baking and Pastry 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 recipe and or method selection and preparation.

Instruction in the baking and pastry 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 baking and pastry 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. At the end of each term students may access assessment of their progress in the college's online student database, WebAdvisor.

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.**

Baking and Pastry 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 Baking and Pastry 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 real world experience.

Students begin to research externship opportunities during the *Culinary Arts Career Planning* class (CRT2018). Skills and tools students needed to secure an externship as well as succeed are embedded not only in the competencies through the culinary courses, but also the academic courses. Students write resumes, draft letters and develop portfolio information in the Baking and Pastry Program's Expository Writing course (WR115); develop communication skills in Interpersonal Communication (SP218); and fine tune digital aspects of their portfolio in the Computer Literacy course (CS120).

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 one of the program's faculty members. 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 OCCI.

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 and 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.

Additionally, the acceptance attitude of the food service industry locally emphasizes the strength of the program. 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 are researching the possibility to bring additional guest lectures and other industry experts. However, travel to urban areas that offer more resources require 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 Baking and Pastry ACFEFAC "Required Knowledge and Competencies" with referenced course syllabi attached.

5.2 Sample of all required documents used in the supervised work experience portion of the curriculum

5.3 Sample of lab evaluations

5.4 Sample of completed Equipment Safety Check Sheet

5.5 Documented schedule of the last two year's guest lectures and student field trips

6.0 FACILITIES

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

The Baking and Pastry 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 with three internet assessable student computers, 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 serve the general needs of the program. Each kitchen facility is equipped with multiple production stations, preparation stations, and cleans 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 four 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.

Three offices are dedicated space for the executive director of OCCI, the financial aid representative and the admissions representative. 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, and the executive 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.

Students and instructors in 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 each 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 spaced 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.

Although the facility is equipped with a wide range of technology, staffs have yet to fully implement the technology within the program delivery systems.

As OCCI programs increase in student attendance there is a developing need for additional equipment, in particular refrigerator and freezer storage. 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. OCCI staff have recognized this potential weakness and are in the process of researching options of expansion including architectural drawings for new walk-in refrigeration for each classroom, of which funding has been identified from the recent Federal Stimulus Plan. The building is also studded for eminent lab expansion.

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 acfchefs.org or various food service sites in order to complement the course content.

A plan for the expansion of 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

6.4 Copy of Equipment Safety Check Sheet

7.0 STUDENT SERVICES

1. **State the criteria and policies established for admission to the program.** An application process is held once a year to admit students to the Baking and Pastry 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.)

The required program deposit of $250 holds a space for each student in the program and applies toward the purchase of the required pastry kit 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 baking and pastry 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 the college's nursing program, 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?**
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.

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.

   a. **Does your program give advanced standing or credit by exam? If so, based on what criteria?**

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.

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?**

Data relevant to the retention in the baking and pastry program has been limited due to the recent inception of the program. During the first year of the program the percentage of students retained in the program was moderate; additionally, there was a slight decrease in retention during the 2007-2008 academic year. The loss of the baking and pastry instructor may have had an impact. Since the recruitment of two baking and

pastry instructors for the 2008-2009 academic year, retention from the beginning of the program leading into the final term of the first year of the program has increase substantially and is anticipated to continue at the higher percentage. The rates of students who were enrolled at the end of the first and second academic year and graduated from the program for all academic years of the program:

Year	Enrolled End of Year 1	Enrolled End of Year 2	Graduated
2006-2007 Cohort	75%	75%	50%
2007-2008 Cohort	50%	50%	15% (not complete as students are still completing and submitting externship requirements and portfolios through spring term 2009)
2008-2009 Cohorts	In progress; however, retention leading into the final term of year one is 97%	Data not available	Data not available

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 baking and pastry majors.
- Enroll students with weak skills in math, writing or reading into developmental coursework early in the first term.
- Curriculum changes were implemented in Spring 2008. 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.
- The externship preparatory tools embedded within the program keeps the students focused on career goals and completing the program.
- An identified weakness in retention as related to the Culinary Arts program was the lack of students completing the externship requirement of the program. As a result 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. This follow-up process is inclusive to baking and pastry students. Students are notified of the steps necessary to complete the requirements and sent all relevant information to assist students in completing the externship packet, including the new criteria for the portfolio.

Through these efforts we anticipate an ongoing improvement in the attrition rate and increased graduation rate within the Baking and Pastry Program.

4. **Include all publications having to do with the program, including brochures, advertisements, etc., and the institution's website.**
The publications included as exhibits relating to the Baking and Pastry Program are as follows: 2008-2009 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 provides 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, listed below, available to qualified students.

- *Southwestern Oregon Community College Foundation Scholarships* – a compilation of scholarships coordinated and administered through Southwesterns's foundation office.

- *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 (2008-2009-$1116 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 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 $1116 per term. Students may receive the waiver for six terms as long as 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 (2008-2009 $3348) 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. Both positions are 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.

Additionally the diversity of the OCCI student body lends to the strength of the program. Students 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 Baking and Pastry 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 Baking and Pastry 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 indicates 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.
- 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 Copies of current advertising and promotional materials

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 chefs 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 Baking and Pastry Arts program participated in the assessment process during spring term 2008. 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. Chefs, 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 identified strengths and weakness and developed strategies for each. As a result of the program review, the *Assessment Summary and Program Outcomes 2007-2008,* 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 and has been 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.

Additionally, recommendations from the advisory committee's evaluation of the program resulted in changes of 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 and subsequently MTH81, Applied Mathematics for Culinary Arts.

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.

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. Assessment of the baking and pastry program will include reviewing the number of students, by cohort, who transition successfully through the program to graduation earning an Associate's degree. Including the number of students who withdraw from the program, do not all complete all requirements of the program and those who continue to progress towards the degree.

Data relevant to the completion of the program is limited due to the recent inception of the program in 2006. Students are allowed to complete the externship hours upon successful completion of coursework. Data is not complete for students in the 2007 and 2008 cohorts. The students from the 2007 cohort are in their externship year and the 2008 cohort are still in the classroom.

Upon completion of on-campus coursework OCCI students complete a program survey. Nine of the nine baking and pastry students (2006 cohort) enrolled in the summer term 2006 completed the survey in August, 2006. Results indicated 89% of the students were either satisfied or very satisfied with the overall educational experience at OCCI, indicating the baking and pastry program met expectations and needs; and the instructors effectively demonstrated their professional experience and knowledge in course content. 100% of the students indicted the baking and pastry program was adequate, good or excellent in achieving program objectives as presented during the admissions process. Students indicated program assessments, both written and practical, were reflective of the program's objectives. Students in subsequent years, as recommended by the advisory committee and staff, will complete the survey upon completion of the externship portion of the program. The surveys are still being compiled from the 2007 cohort of baking and pastry students, as students are in the process of completing their externships.

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 baking and pastry 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.

During the 2007-2008 academic year, Southwestern focused resources for a college-wide assessment review. 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 baking and pastry students and program is irregular. OCCI is in the process of instituting measures and methods of gathering employer satisfaction and job placement data. There are impressive "success stories" in terms of baking and pastry 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 OCCI executive 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 baking and pastry 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.

The college-wide assessment process provides additional strength to the program. 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 a previous budget review, money was allocated for one FTE for an instructional researcher (IR).

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. This is an ongoing process, of which other correspondence have and will be sent to students, including an individual program evaluation, highlighting course requirements that have yet to be satisfied by the student.

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

8.0 PROGRAM ASSESSMENT EXHIBITS

8.1 Placement statistics for the last two years

8.2 Summary of recent assessment date 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 Evidence that the physical facility meets fire and safety standards (copy of certificate (s) of insurance showing all coverage carried by the school/institution e.g. title page of insurance certificate

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 Baking and Pastry Program at Southwestern is a strong program committed to providing students with a comprehensive education leading to professional careers in the baking and pastry field. Strengths include dedicated instructors well versed in the basics of baking and pastry arts as well as specialties that include chocolate, sugar work, artisan breads and centerpieces; an active and dedicated advisory committee; the new state-of-the-art facility; one full-time recruiter; and one full-time student services representative.

Baking and Pastry Arts instructors are proud of their successes in preparing students for viable and long-term jobs in the food service industry. The instructors 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 an additional strength of the program. The baking and pastry instructors bring over thirty years of experience in baking and pastry and culinary arts, by being crossed trained it is especially beneficial to students to have two full-time employees available to trouble shoot problems, issues and concerns. The executive director brings over 20 years of culinary and business experience as well as contacts from areas outside the region that leads 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 OCCI full-time admissions representative is instrumental in the increasing of the number of students in both culinary arts and baking and pastry programs.

The baking and pastry 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 and additional need for follow-up assessment. 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.**
Bakery 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?**
- Baking and Pastry chefs/instructors
- Culinary chef/instructors
- Director, Oregon Coast Culinary Institute
- Interim Vice-President of Administrative Services
- Student services staff

b. **Who compiled the document and identified strengths and weaknesses?**
- Chef Tina Powers, Baking and Pastry Instructor
- Chef Shawn Hanlin, Executive Director of OCCI
- Chef Woojay Poynter, Baking and Pastry Instructor
- Linda Kridelbaugh, Interim Vice-President of Administrative Services
- Kayla Pedey, Student Services Representative
- Chef Nilda Garzelloni Dovale, Culinary Arts instructor
- Chef Tom Roberts, Culinary Arts instructor

c. **Who reviewed the Self-Study once it was completed prior to submission to the ACF Accrediting Commission?**
- Valerie Martinez, Vice-President of Instruction and Student Services
- Linda Kridelbaugh, Vice-President of Administrative Services
- Chef Shawn Hanlin, Executive Director of OCCI
- Chef Tina Powers, Baking and Pastry Instructor

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 List of 10 recent graduates and their places of employment. Include name, address, email address and phone numbers for graduates and employer

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

1.5 Copy (s) to show approval of credit or clock hour programs by state or accrediting body/commission

2.0 PROGRAM MISSION AND GOALS

2.1 Sample of the review methods used

2.2 Exit Competencies

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(s) related staff and faculty

3.3 Roster of the Baking and Pastry Advisory Committee members, which includes contact information, email addresses, 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

3.5 Copies of all current instructor's certificates or licenses

4.0 FACULTY AND STAFF

4.1 Faculty meeting minutes from the last year

4.2 Personnel data sheets/IPD's or Personnel development plans for all full and part-time faculty (use Faculty Professional Development report 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 Baking and Pastry ACFEFAC "Required Knowledge and Competencies" with referenced course syllabi attached.

5.2 Sample of all required documents used in the supervised work experience portion of the curriculum

5.3 Sample of lab evaluations

5.4 Sample of completed Equipment Safety Check Sheet

5.5 Documented schedule of the last two year's guest lectures and student field trips

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

6.4 Copy of Equipment Safety Check Sheet

7.0 STUDENT SERVICES

7.1 Retention statistics for the last two years

7.2 Copies of current advertising and promotional materials

8.0 PROGRAM ASSESSMENT

8.1 Placement statistics for the last two years

8.2 Summary of recent assessment date 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 Evidence that the physical facility meets fire and safety standards (copy of certificate (s) of insurance showing all coverage carried by the school/institution e.g. title page of insurance certificate

ADDITIONAL RESOURCES AVAILABLE IN READING ROOM

- Assessments
  - Instructors
  - Student Evaluations
  - Institutional Surveys
    - Graduate Survey
    - Employer Phone Survey
- Class Schedules
- College Budget Document
- College Catalog
  - 2006-2007
  - 2007-2008
  - 2008-2009
- 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 Instructor Evaluation Portfolios
  - 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

SOUTHWESTERN

JUL 30 2007

President's Office

Northwest Commission on Colleges and Universities
NWCCU

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

July 26, 2007

Dr. Judith Hansen
President
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420

Dear President ~~Hansen~~ Judith:

On behalf of the Northwest 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 spring 2007 Regular Interim Evaluation Report and visit. Congratulations on receiving this continued recognition.

In reaffirming accreditation, the Commission requested that the College prepare a Focused Interim Report and host a Commission representative(s) in spring 2009 to address Recommendation 1 of the spring 2007 Regular Interim Evaluation Report. A copy of Recommendation 1 is enclosed for your reference.

In making this determination, the Commission finds that Recommendation 1 of the spring 2007 Regular Interim Evaluation Report is an area where the College is substantially in compliance with criteria for accreditation, but in need of improvement.

If you have questions, please do not hesitate to contact me.

We will write in fall 2008 regarding the spring 2009 Focused Interim Report and visit.

Best wishes for a rewarding 2007-2008 academic year.

Sincerely,

Sandra Elman

Sandra E. Elman
President

SEE:rb

Enclosure: Recommendation

cc: Dr. Stephen Schoonmaker, Vice President of Instruction and Student Services
Ms. Marcia Jensen, Board Chair
Ms. Cam Preus-Braly, Commissioner, Department of Community Colleges and Workforce Development

Accredit file

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:

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

OREGON STATE BOARD OF EDUCATION

DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
255 Capitol St. NE, Salem, OR 97310

March 22, 2005

Dr. Stephen Kridelbaugh, President
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420-2971

Dear President Kridelbaugh:

On March 18, 2005, the Oregon State Board of Education reviewed and approved the application for a new "Pastry and Baking" Associate of Applied Science degree program at Southwestern Oregon Community College. The U.S. Department of Education classification designated and approved for this new program is 120501 – Baking & Pastry Arts/Baker/Pastry Chef. Enclosed is a copy of the application and the abstract that was submitted to the State Board for approval.

We appreciate the opportunity to work with your staff. Processing an application is a cooperative venture between our staff and your college. If you have questions about any aspect of the approval process, please contact me at (503) 378-3600, extension 2230.

Cordially,

Salam A. Noor, Ph.D.
Assistant Superintendent
Office of Educational Improvement and Innovation
(503) 378-3600, extension 2230
Email: salam.noor@state.or.us

Enclosure
lis\j:\secondary post sec transitions (cm)\college programs\swocc\pastry & baking\swoc pastry & baking letters.doc\03212005
cc: Joanna F. Blount, Southwestern Oregon Community College
Blake Bowers, Southwestern Oregon Community College
Ron Dodge, Oregon Department of Education
Cam Preus-Braly, Department of Community Colleges and Workforce Development
Marilyn Kolodziejczyk, Department of Community Colleges And Workforce Development

American Culinary Federation
since 1929

July 30, 2007

Attn: Linda Kridelbaugh
Southwestern Oregon Community College
1988 Newmark Ave
Coos Bay, OR 97420-2911

Dear Ms. Kridelbaugh:

The American Culinary Federation Foundation (ACFF) Accrediting Commission met on July 19, 2007 and approved your request for accreditation. The commission has given an **Initial Grant of Accreditation** for **Five (5) Years,** not to exceed beyond **June 30, 2012,** for the following program:

Associate in Applied Science in Culinary Management

Please feel free at this time to publicly announce your programmatic accreditation. It is important that those who read your publications understand that the accreditation is programmatic and that it is accredited by the Commission. Please ensure that the wording specifies that your program is *"accredited by the Accrediting Commission of the American Culinary Federation Foundation." or "accredited by the American Culinary Federation Foundation Accrediting Commission"*.

Your program will be listed on the ACF website and if you would like to show a link to your institutional website please contact the ACF national office and give that information to our IT department.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an annual report due to the national office by May 1, 2008. An electronic template will be sent to you with additional information at the beginning of 2008. The information required in this document will be any up dated information for faculty regarding instructional updating as well as technical skills updating, most current sanitation inspection report, the past years faculty and advisory meeting minutes and any changes to the program curriculum.

Should you have any questions, please do not hesitate to contact the accreditation department, at 904-824-4468.

Best wishes for continued success during your upcoming academic year.

Congratulations,

Chair, Accrediting Commission

Cc: file, President

180 Center Place Way ☆ St. Augustine, Florida 32095
(800) 624.9458 ☆ Fax: (904) 825.4758 ☆ acf@acfchefs.net ☆ www.acfchefs.org

OREGON COAST CULINARY INSTITUTE

Baking and Pastry Program Student Information		Employment Information	
Name	Xanth Brumit	Company Name	Petite Provence
Telephone	541-654-3193	Telephone	503-233-1121
Address	P.O. Box 151386 Ely, NV 89315	Address	4843 SE Division St Portland, OR 97206
Email Address	xbrumit@email.socc.edu	Email Address	
Job Title	Extern Baker	Contact Name	Pascal Tissuer
Grad Date	12/2008	Contact Title	Co-owner / Head Baker
Name	Christina Hausman	Company Name	Sugar Shack Bakery Inc.
Telephone	541-271-3035	Telephone	541-271-3514
Address	1936 Elm Ave Reedsport, OR 97467	Address	145 North 3rd Street Reedsport, OR 67467
Email Address	chausman @email.socc.edu	Email Address	
Job Title	Lead Baker	Contact Name	Jory Downer
Grad Date	3/2009	Contact Title	Owner
Name	Craig Jordan	Company Name	Marche' Provisions Bakery
Telephone	541-988-6974	Telephone	541-743-0660
Address	1085 West 1st Ave Junction City, OR 97448	Address	296 East 5th Ave. Eugene, OR 97401
Email Address	Cjordan8283@socc.edu	Email Address	
Job Title	Extern Baker	Contact Name	Steve Boswell
Grad Date	8/2008	Contact Title	Lead Baker
Name	Kevin Kipling	Company Name	Bella's Catering
Telephone	406-450-0068	Telephone	406-450-0068
Address	P.O. Box 974 Browning, MT 59417	Address	P.O. Box 974 Browning, MT 59417
Email Address	kkipling@email.socc.edu	Email Address	kkipling@email.socc.edu
Job Title	Owner	Contact Name	Kevin Kipling
Grad Date	8/2008	Contact Title	Owner
Name	Katie May	Company Name	Venture Inn Rest.
Telephone	541-882-4236	Telephone	541-751-1038
Address	756 4th Street Myrtle Point, OR 97458	Address	2265 Inland Dr. North Bend, OR 97459
Email Address	kmay@email.socc.edu	Email Address	
Job Title	Extern Baker	Contact Name	
Grad Date	3/2009	Contact Title	

Baking and Pastry Student Information Continued			
Name	Bonnie Otero	Company Name	Bread Barn Inc.
Telephone	541-882-4236	Telephone	541-273-8414
Address	19665 N Poe Valley Rd Klamath Falls, OR 97603	Address	5035 South 6th Street Klamath Falls,OR 97603
Email Address	botero@email.socc.edu	Email Address	
Job Title	Baker	Contact Name	Joy Mcinnis
Grad Date	12/2008	Contact Title	Owner
Name	Katrina Perkins	Company Name	Petite Provence
Telephone	775-293-2346	Telephone	503-233-1121
Address	P.O. Box 151386 Ely, NV 89315	Address	4834 SE Division St Portland, OR 97206
Email Address	Kperkins7748@email.socc.edu	Email Address	
Job Title	Extern Baker	Contact Name	Pascal Tissuer
Grad Date	12/2008	Contact Title	Co-owner/Head Baker
Name	Amber Perry	Company Name	Haggen Food & Pharmacy
Telephone	503-648-7996	Telephone	Bakery
Address	2555 NE 2nd Drive Hillsboro, OR 97124	Address	503-521-5800 9055 SW Murray Blvd Beaverton, OR 97008
Email Address	berlynn33@yahoo.com	Email Address	
Job Title	Extern Baker	Contact Name	Kyle Miller
Grad Date	3/2009	Contact Title	Bakery Manager
Name	William Plowman	Company Name	La Patisserie-OCC!
Telephone	360-779-4773	Telephone	(541) 888-1542
Address	1710 Brothers Lane NW Poulsbo, WA 98370	Address	1988 Newmark Ave Coos Bay, OR 97420
Email Address	wplowman@email.socc.edu	Email Address	tpowers@socc.edu
Job Title	La Patisserie Baker	Contact Name	Chef Tina Powers
Grad Date	3/2009	Contact Title	Baking Instructor
Name	Jessica Ray	Company Name	Sarah's Cookies
Telephone	541-290-0557	Telephone	503-493-8342
Address	5 Browning Ct Longview, WA 98632	Address	5717 NE 105th Ave. #B Portland, OR 97220
Email Address	Jray8022@email.socc.edu	Email Address	
Job Title		Contact Name	Sarah Bowers
Grad Date	3/2009	Contact Title	Owner

Sample Review Methods Used

Annual Review of Baking and Pastry Arts Program

Spring 2009	ACF Site Visit May, 2009
Winter 2009	• Regular Meeting with Advisory Committee, March 16 • Review program changes for 2009-2010 catalog • Finalize ACF accreditation document • Review employer evaluations of students for program enhancement
Fall 2008	• Regular Meeting with Advisory Committee, November 2008 • Develop strategies to enhance or create articulation and mentor relationships with high schools in AK, CA, ID, NV, OR and WA • Recommend and finalize program and curriculum changes for the 2009-2010 catalog • Review expectations and process of the externship • Review ACF Self Study requirements
Summer 2008	• Review strategies for program recruitment • Faculty discuss ways to improve teaching and learning • Review student surveys for program enhancement
Spring 2008	• Review student learning outcomes and objectives • College Assessment Process
Winter 2008	• Review program changes for 2008-2009 catalog • Finalize ACF accreditation document • Review employer evaluations of students for program enhancement
Fall 2007	• Review of 16-point plan • Develop strategies to enhance or create articulation and mentor relationships with high schools in AK, CA, ID, NV, OR and WA • Recommend and finalize program and curriculum changes for the 2008-2009 catalog • Review expectations and process of the externship • Review ACF Self Study requirements

Southweste Oregon Community College

Program Student Learning Outcomes

How we move toward the future vision while we implement the mission and remain true to our core values

Program:	**Academic Year:**
Outcomes and Criteria for Success Prepared By:	**Date:**
Data Collected and Results Completed By:	**Date:**

VISION STATEMENT	MISSION STATEMENT
Southwestern leads and inspires lifelong learning.	Southwestern provides quality learning opportunities

Institutional Goals

1. College governance through strong Board of Education and Administration ***leadership*** provides the vision and structure for long term college sustainability and growth	2. Student access to quality teaching and learning opportunities opens pathways to dreams.
3. Exceptional ***educational programs and experiences*** designed, developed, scheduled, implemented, and assessed	4. Adequate ***physical, fiscal, and Integrated Technology Services resources*** allocated through continuous improvement and aggressive pursuit of traditional and non-traditional resources to meet the needs of our present and future stakeholders.
5. To support all ***employees*** and the college as a learning organization responsive to individual and organization success with resources, training, tools and feedback.	6. Premier ***collaborative relationships*** initiated with educational institutions, economic and workforce development, business and industry alliances, health care alliances, government agencies, and community groups.

Institutional Goals Supported	Program Student Learning Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
2. and 3.	1 – Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes.	**Responsible Staff: Baking and Pastry Instructor** **Written Tests** **Textbook Questions/Homework** **Practical tests(Baking)** **Lab Observations** CRT 2031/ CRT 2032 75% of the students will pass with a B grade or higher.		**Budget Requirement:** **All budget requirements are built into OCCI yearly budget.**
2. and 3.	**2 – Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques.**	**Responsible Staff: Baking and Pastry Instructor** **Written Tests** **Textbook Questions/Homework** **Practical tests(Baking)**		**Budget Requirement:**

		Lab Observations 2 – CRT 2033 75% of the students will pass with a grade of B or higher		
2. and 3.	3 – Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses , custards, and creams.	Responsible Staff: Baking and Pastry Instructor Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations 3 – CRT 2023, CRT 2032 and CRT 2024 75% of the students will pass with a grade of B or higher		Budget Requirement:
2. and 3.	4– Prepare a variety of fried baked goods to include fritters and doughnuts.	Responsible Staff : Baking and Pastry Instructor Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations 4 – CRT 2044 75% of the students will pass with a grade of B or higher		Budget Requirement:
2. and 3.	5 – Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough.	Responsible Staff : Baking and Pastry Instructor Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations		Budget Requirement:
2. and 3.	6- Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes.	5 – CRT 2032 75% of the students will pass with a grade of B or higher 6- CRT 2034, CRT 2035 75% of the students will pass with a grade of B or higher		Budget Requirement:

2. and 3.	7-List and explain the application of mixes and other convenience products pertaining to the baking process.	Responsible Staff : Baki[illegible]d Pastry Instructor Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations 7- CRT 2044 75% of the students will pass with a grade of B or higher		Budget Requiremei
2. 3. and 4.	8. Utilize concept of cost control, purchasing, receiving , quality standards, profit and staffing costs.	Responsible Staff : Baking and Pastry Instructor Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations 8- CRT 2007 75% of the students will pass with a grade of B or higher		Budget Requirement:
2. 3. and 6	9. Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation.	9-CRT 2016 70% of the students will pass with a grade of B or higher		Budget Requirement:
2. and 3.	10. Demonstrate supervisory skills and abilities utilizing critical thinking skills.	Responsible Staff : Baking and Pastry Instructor Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations 10- CRT 2017 75% of the students will pass with a grade of B or higher		Budget Requirement:

2. and 3.	**11. An appreciation for the importance of sanitation and knowledge put to use in the operation of a professional bakery or kitchen.**	**Responsible Staff : Baki nd Pastry Instructor** **Written Tests** **Textbook Questions/Homework** **Practical tests(Baking)** **Lab Observations** **11- CRT 2015** **80% of the students will pass with a score of 75% or higher**		**Budget Requireme**

Information adapted from Institutional Effectiveness Associates

Assessment Plan

Southwestern Oregon Community College
OCCI-AAS Culinary: Baking and Pastry

OCCI-AAS Culinary: Baking and Pastry

Outcome: Yeast Raised Product Preparation

Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2031/ CRT 2032 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a B grade or higher.	Spring	Yes

Outcome: Chemical and Leavening Technique Skills

Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2033 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Egg and Dairy Based Product Preparation

Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses , custards, and creams.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2023, CRT 2032 and CRT 2024 **ssessment Method Category:** mbedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Fried Baked Goods Preparation

Prepare a variety of fried baked goods to include fritters and doughnuts.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Pastry Product Preparation

Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2032 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Chocolates and Sugar Use Skills

Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
CRT 2034, CRT 2035 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Application of Mixes Knowledge

List and explain the application of mixes and other convenience products pertaining to the baking process.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active

Means of Assessment			
Assessment Method	**Criterion**	**Timeline**	**Active**
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Business Concepts Knowledge

Utilize concept of cost control, purchasing, receiving , quality standards, profit and staffing costs.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	**Criterion**	**Timeline**	**Active**
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2007 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

come: Nutrition Knowledge

Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	**Criterion**	**Timeline**	**Active**
CRT 2016 **Assessment Method Category:** Embedded Course Assessment	70% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Supervisory Skills and Abilities

Demonstrate supervisory skills and abilities utilizing critical thinking skills.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	**Criterion**	**Timeline**	**Active**
Written Tests Textbook Questions/Homework Practical tests(Baking) ab Observations RT 2017 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Sanitation Knowledge

appreciation for the importance of sanitation and knowledge put to use in the operation of a professional bakery or kitchen.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2015 **Assessment Method Category:** Embedded Course Assessment	80% of the students will pass with a score of 75% or higher	Spring	Yes

Unit Assessment Report - Four Column

Southwestern Oregon Community College

OCCI-AAS Culinary: Baking and Pastry

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
OCCI-AAS Culinary: Baking and Pastry - Yeast Raised Product Preparation - Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2031/ CRT 2032 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a B grade or higher.		
OCCI-AAS Culinary: Baking and Pastry - Chemical and Leavening Technique Skills - Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2033 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Egg and Dairy Based Product Preparation - Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses , custards, and creams. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:**	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2023, CRT 2032 and CRT 2024 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
Currently Being Assessed	B or higher		
OCCI-AAS Culinary: Baking and Pastry - Fried Baked Goods Preparation - Prepare a variety of fried baked goods to include fritters and doughnuts. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Pastry Product Preparation - Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2032 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Chocolates and Sugar Use Skills - Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:**	**Assessment Method:** CRT 2034, CRT 2035 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
Currently Being Assessed			
OCCI-AAS Culinary: Baking and Pastry - Application of Mixes Knowledge - List and explain the application of mixes and other convenience products pertaining to the baking process. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Business Concepts Knowledge - Utilize concept of cost control, purchasing, receiving , quality standards, profit and staffing costs. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2007 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Nutrition Knowledge - Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** CRT 2016 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 70% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry -			

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
Supervisory Skills and Abilities - Demonstrate supervisory skills and abilities utilizing critical thinking skills. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2017 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Sanitation Knowledge - An appreciation for the importance of sanitation and knowledge put to use in the operation of a professional bakery or kitchen. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2015 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 80% of the students will pass with a score of 75% or higher		

Title	Year	Type	Location
A Baker's Dozen: 13 European Concepts for Today's Baker	1996		
A Year in Provence: Fall	1993	VHS	OCCI
A Year in Provence: Spring	1993	VHS	OCCI
A Year in Provence: Summer	1993	VHS	OCCI
A Year in Provence: Winter	1993	VHS	OCCI
About Professional Baking DVD Series		DVD	
Absolutely Tofu 1	1996	VHS	OCCI
Absolutely Tofu 2	1996	VHS	OCCI
ACF: Through the Eyes of the Apprentice			
American Beer	2003	DVD	OCCI
American Eats History of Fast Foods		VHS	OCCI
American Eats History of Fried Chikcken		VHS	OCCI
American Eats History On A Bun	1999	VHS	OCCI
American Eats Ice Cream		VHS	OCCI
American Eats Pizza			
American Lamb Makes the Plate		VHS	OCCI
Beef Foodservice Cuts: Rib, Loin, Chuck & Roung	1992		
Beyond Nutrition: Eating for Health	1999	VHS	Library
Bread and Baker from the Source	2003	VHS	Library
Breakfast Eats 3	2003	DVD	Library
Brittle and More	2002	DVD	Library
Cheese Class of America	1986	VHS	OCCI
Cheesemaking 101	2000	VHS	OCCI
Chinese Garnishes II	1996	VHS	OCCI
Chocolate	2008	DVD	OCCI
Classic American Cooking Vol. 1	1990	VHS	OCCI
Classic American Cooking Vol. 1 (copy 2)	1990		
Coffee	2008	DVD	OCCI
ConAgra Flour 101			
Condiment Nation	2004	DVD	Library
Cooking at the Academy: Candy & Chocolate	1991		
Cooking at the Academy: Desserts	1991		
Cooking Catfish		VHS	OCCI
Cooking Freshwater Fish	1996	VHS	OCCI
Cooking Saltwater Fish	1996	VHS	OCCI
Cooking Seafood	1996	VHS	OCCI
Cookshack Smart Smoker Operational Video		VHS	OCCI
Cucina Revista: Umbria, Italy		VHS	OCCI
Culinary Dreams		VHS	OCCI
Culinary Fundamentals and Baking Fundamentals		DVD	
Desert People	1980	VHS	Library

Dorinda Hafner in South Africa: Dinner on the Diner	1999		
Eat This New York	2002	DVD	Library
Eggs Games: Foodservice Egg Handling and Safety (Copy 1)		VHS	OCCI
Eggs Games: Foodservice Egg Handling and Safety (Copy 2)		VHS	OCCI
Endive Production		VHS	OCCI
European Series: Elciar Dough (Pate A Choux)			
Fast Food My Way	2002	DVD	Library
Fed Up! Genetic Engineering, Industrial Agriculture, and Sustainable Alternatives	2002	DVD	Library
Filled Chocolate	2004	DVD	Library
Flavors of Italy Vol. I	1999	VHS	OCCI
Flavors of Italy Vol. II	1999	VHS	OCCI
Flavors of Italy Vol. III	1999	VHS	OCCI
Flavors of Italy Vol. IV	1999	VHS	OCCI
Flour Power	2005	DVD	Library
Foods of Latin America		VHS	OCCI
Fruit and Vegetable Sculpting	2005	DVD	OCCI
Fruit Fest	2004	DVD	Library
Going for Gold: The Bocuse d'Or	2001	VHS	OCCI
Good Eats with Alton Brown: All American Greats	2003	DVD	Library
Good Eats with Alton Brown: Breakfast Eats	2001	DVD	Library
Good Eats with Alton Brown: Breakfast Eats 2	2003	DVD	Library
Good Eats with Alton Brown: Family Favorites	2003	DVD	Library
Good Eats with Alton Brown: Holiday Treats	2003	DVD	Library
Good Eats with Alton Brown: Hooked & Cooked	2003	DVD	Library
Good Eats with Alton Brown: Italian Eats	2003	DVD	Library
Good Eats with Alton Brown: Juicy Meats	2003	DVD	Library
Good Eats with Alton Brown: Juicy Meats 3	2005	DVD	Library
Good Eats with Alton Brown: More Juicy Meats	2003	DVD	Library
Good Eats with Alton Brown: Ocean Edibles	2003	DVD	Library
Good Eats with Alton Brown: Poultry Pleasers	2003	DVD	Library
Good Eats with Alton Brown: Say Cheese	2003	DVD	Library
Good Eats with Alton Brown: Super Sweets	2001	DVD	Library
Good Eats with Alton Brown: Super Sweets 2	2003	DVD	Library
Good Eats with Alton Brown: Super Sweets 3	2003	DVD	Library
Good Eats with Alton Brown: Surf, Turf, & a Side	2006	DVD	Library
Good Eats with Alton Brown: Tossed Around	2001	DVD	Library
Good Eats with Alton Brown: Veggie Eats	2003	DVD	Library
Good Eats with Alton Brown: Vol. 18 Kitchen Classics	2002	DVD	Library
Great Chefs of San Francisco Volume 1			
Great Chefs of San Francisco Volume 2	1991	VHS	OCCI
Great Chefs of San Francisco Volume 3			
Great Chefs of San Francisco Volume 4			
Great Chefs of San Francisco Volume 5			

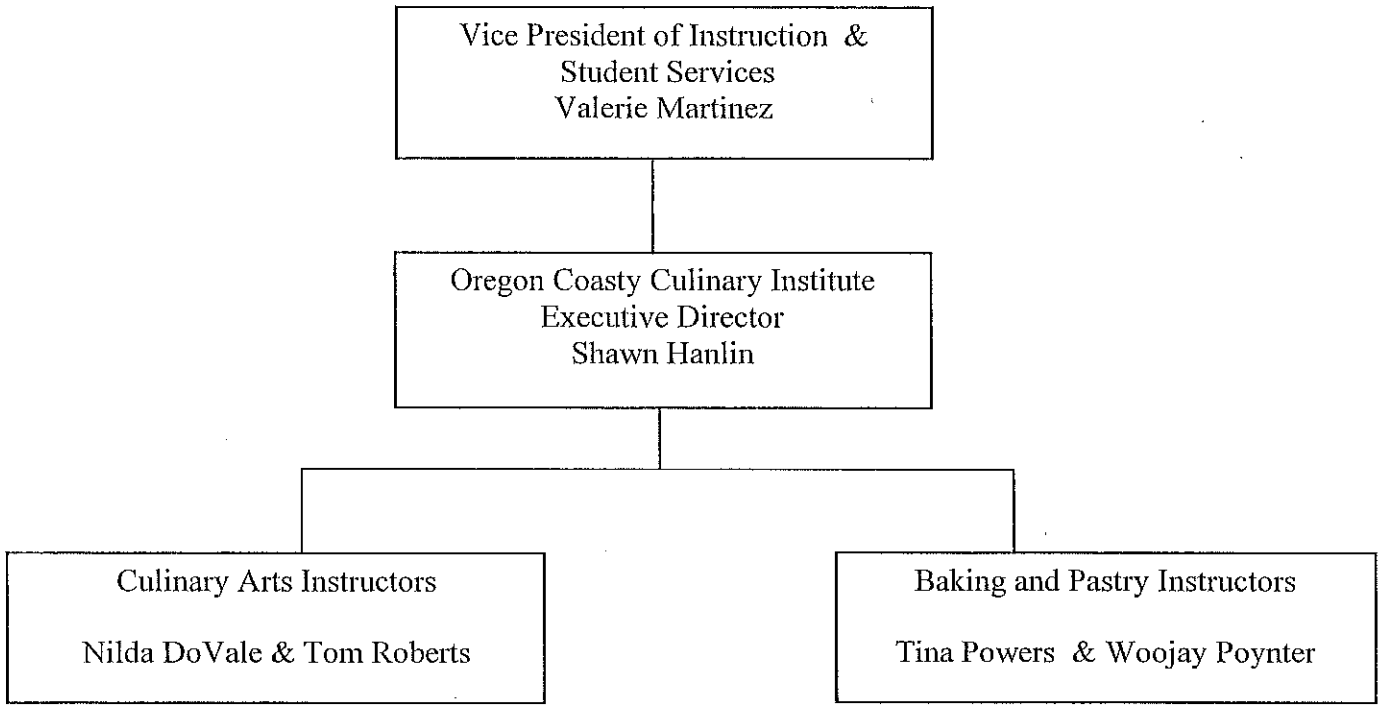
Great Chefs of San Francisco Volume 6	1991	VHS	OCCI
Great Chefs Present: The Chocolate Edition	1992	VHS	OCCI
Hand Formed Chocolates	2004	DVD	Library
Hazelnut Marketing Board		VHS	OCCI
Henry Jaglom's Eating: a Very Serious Comedy about Women & Food	1987	VHS	Library
Highway Hangouts: Celebrating America's Roadsie Dijners	1997		
History Channel: Bread'			
History Channel: chocolate		DVD	
History Channel: Coffee	2008	DVD	
History Channel: Sugar			
History Channel: Tea		DVD	
HMR Meals, Merchandising and Mouthwatering Ideas	1997	VHS	
Ice Sculpture Techniques: A Cutting Edge Demonstration by Jerry Holmes CEC (copy 1)		VHS	OCCI
Ice Sculpture Techniques: A Cutting Edge Demonstration by Jerry Holmes CEC (copy 2)		VHS	OCCI
International Cheese Classics		VHS	OCCI
Iphigenia	2004	DVD	Library
Jane Butel's Southwestern Cooking Presents Pueblo Indian Summer Dinner			
Jane Butel's Southwestern Cooking Presents Green Chiles--from the Field to Your Plate			
Jane Butel's Southwestner Cooking Presents Red Chili Harvest			
Japan Video Encyclopedia: Japanese Culture		VHS	OCCI
Japan Video Encyclopedia: Life for Japanese People		VHS	OCCI
John Cleese's Wine for the Confused	2004	DVD	Library
Johnson & Wales University Cooking School Stories			
Knife Skills for Chefs		DVD	OCCI
Laminating Dough	2000	VHS	OCCI
Manly Eats	2005	DVD	Library
Martin Yan in Southeast Asia	1996	VHS	OCCI
Math for Chefs		DVD	
Meat Buyers Guide	2000	CD-ROM	OCCI
Meat Judging: Beef Retail Cut Identification		VHS	OCCI
Meat Judging: Lamb Retail Cut Identification		VHS	OCCI
Meat Judging: Pork Retail Cut Identification		VHS	OCCI
Meat Presentation		VHS	OCCI
Mediterranean Cookery Vol. I	1987	VHS	Library
Mexican Cuisine		VHS	OCCI
Ocean Edibles 2	2003	DVD	Library
On Baking: Math for Bakers	2005	VHS	OCCI

Pastry and Desserts		VHS	OCCI
Pastry Baking			
Poultry Judging: Identification of Poultry Part and Poultry Patty J		VHS	OCCI
Principles and Processes of Cooking Series II	2001	VHS	OCCI
Principles and Processes of Cooking Series III	2002	VHS	OCCI
Professional Cooking		CD-ROM	
Prosciutto di Parma "Serving Italy's Finest"		VHS	OCCI
Puff Pastry Training Tape Series Tape I: Creating with Puff Pastry		VHS	OCCI
RBA 1995 Convention Video: Art of European Cake Decorating	1995		
Recipe for Success	2002	VHS	OCCI
Retail Bakers of America: Baker to Baker, Herman's Bakery		VHS	
Retail Bakers of America: Classic Puff Pastry Part 2			
Rich's Dessert Recipes		CD-ROM	
Rich's Operator's Guide		CD-ROM	
Savoring the Best of World Flavors			
Service That Sells: Customer Service Skills, Bakery Training & Certificate Course One	1994		
ServSafe Instructor Deluxe CD-Rom	2008	CD-ROM	
Simply Cookies		CD-ROM	
Spices: Garlic, Peppercorn, Saffron		VHS	OCCI
Spicy Curry Herbs		VHS	OCCI
Super Size Me	1992	VHS	Library
Super Sweets 4	2003	DVD	Library
Super Sweets 5	2004	DVD	Library
Tea	2008	DVD	OCCI
Techniques of the Masters	2001	VHS	Library
The Culinary Institute of America: Puff Pastry Part II		VHS	OCCI
The ABC's the Idaho Potato Harvest		VHS	OCCI
The Art of Chinese Cooking Volume II	1986	VHS	OCCI
The Bakeshop	2000	VHS	Library
The Bakeshop: Meringue	1998		
The Bakeshop: Vanilla Sauce and Pastry Cream	1998		
The Bakeshop: The Basic Steps of Baking Bread	1998	VHS	Library
The Book of Yields	2007	DVD	OCCI
The Coalition to Save Denver Jobs	1996]		
The Complete Waitstaff Training Course for New Employee Orientation	2004	DVD	Library
The Culinary Institute of America: Puff Pastry Part I		VHS	OCCI
The Culinary Institute of America's Food & Beverage Institute: Filled Chocolates	2004	DVD	

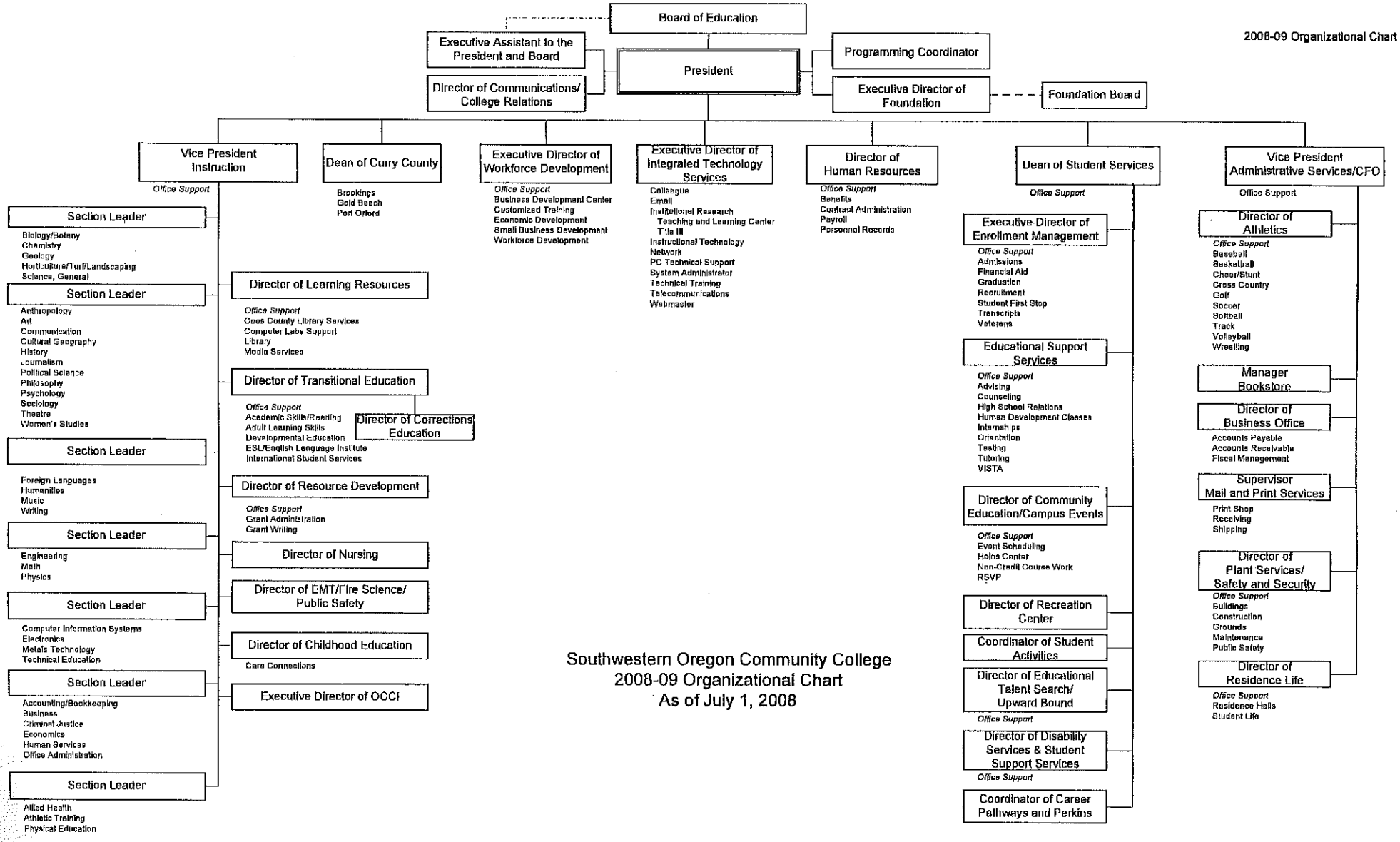
The Culinary Institute of America's Food & Beverage Institute: Hand-Formed Chocolates	2004	DVD	
The French Chef 2 with Julia Child	2005	DVD	Library
The French Chef with Julia Child	2004	DVD	Library
The Future of Food	2003	DVD	Library
The Meaning of Food	2004	DVD	Library
The Mexican Celebration of The Days of the Dead: Food For the Ancestory	1999	VHS	OCCI
The Spice of Life: Cinnamon (Mexico)		VHS	OCCI
The Spice of Life: Cury (India)		VHS	OCCI
The Spice of Life: Garlic (New West)		VHS	OCCI
The Spice of Life: Herbs (Italy)		VHS	OCCI
The Spice of Life: Peppercorn (America)		VHS	OCCI
The Spice of Life: Saffron		VHS	OCCI
The World Culinary Olympics	2001	VHS	OCCI
Tommy Tang's Food Adventure: A Video Cookbook	1986		
Understanding the Food Guide Pyramid	2002	VHS	Library
Vaccines and Your Baby	2004	DVD	Library
Veggie Eats 2	2007	DVD	Library
Waitress		VHS	OCCI
What You Should Know Aboutg Beans	1999	VHS	OCCI
Wilton Cake Decorating		VHS	OCCI
Wilton Cake Decorating: How to Make Icing Flowers	1987		
Wilton: Wedding Cakes			
Wine 101 Vol. I	1997	VHS	OCCI
Wine 101 Vol. II	1997	VHS	OCCI
Wine 101 Vol. III	1997	VHS	OCCI
Bread Art Disc 1	2004	DVD	OCCI
Bread Art Disc 2	2004	DVD	OCCI
Bread Art Disc 3	2004	DVD	OCCI
Avacados from Mexico	2006	DVD	OCCI
Cooking at the Academy: Sauteing	1991	VHS	OCCI
Cooking at the Academy: Frying	1991	VHS	OCCI
Jacques Pepin's Cooking Techniques: Meat, Poultry & Wine		VHS	OCCI
Jacques Pepin's Cooking Techniques: Eggs, Fruit and Garnishes		VHS	OCCI
Cooking at the Academy: Braising & Stewing	1991	VHS	OCCI
Cooking at the Academy: Stocks & Sauces	1991	VHS	OCCI
Cooking at the Academy: Grilling	1991	VHS	OCCI
Chemical Hazard Awareness	1994	VHS	OCCI
Sausage Making, Curing & Smoking Meats			
Master Grade Professiona Knife Sharpener KO-280			
Educational Video Network: Careers as a Chef			

The Art of Shshi with Hidehiko Takada	1994	
Spago: Cooking with Wolfgang Puck	1987	
Chef at Home: Food and Wine		
Bocuse d'Or 1997	1997	
Cooking at the Academy: Poaching & Steaming	1991	
Western Culinary Institute: Cooking Careers of the Nineties		
Yan Can Cook Low-Cal Gourmet		
Breaking Bread with Father Dominic	2000	
Bloodborne Pathogen Awareness/Understanding		
Electrical Safety	1994	
The Leading Edge 2: Edge Maintenance		
The Leading Edge 3: Spatulas & Turners		
The Leading Edge 4: Knife Style & Uses		
The Leading Edge 1		
Jacques Pepin's Cooking Techniques: Fish and Shellfish		
The Way to Cook: Soups, Salads & Bread, Julia Child	1985	
The Book of Yields		CD-ROM
Eat This New York		DVD

OREGON COAST CULINARY INSTITUTE OF SOUTHWESTERN OREGON COMMUNITY COLLEGE 2008-2009



2008-09 Organizational Chart



Southwestern Oregon Community College
2008-09 Organizational Chart
As of July 1, 2008

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.

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.)

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

SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION

CULINARY ARTS PASTRY/BAKING INSTRUCTOR

STATUS: Visiting Faculty Position
TERMS: 12-month/248 days, Per Federation Contract
SALARY SCHEDULE: 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 dough's, 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

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 or 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.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
OREGON COAST CULINARY INSTITUTE

POSITION DESCRIPTION

Visiting Baking and Pastry 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 developing new learning opportunities, in student recruitment, student retention, successful student achievement, K-12 and business/industry partnerships, and seeking external funding through the grants office.

STATUS:	Visiting Faculty Position	SALARY SCHEDULE:	Per Federation Contract
TERMS:	**12-month/244 days**, Per Federation Contract	INITIAL PLACEMENT:	Per Federation Contract

REPORTS TO: Executive Director of the Oregon Coast Culinary Institute
Instructional Director, Professional and Technical Division
Vice President of Instruction/Chief Instructional Officer

EVALUATION: Performance will be evaluated in accordance with the faculty union contract and administrative procedures.

PRIMARY PURPOSE: To instruct in the baking and pastry arts program.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Teach a range of course in the Baking and Pastry Arts program. Teach course information to students in groups and individually using instructional methodology appropriate to the audience and to the subject (e.g. lecture, demonstration, group discussion, technology-enhanced delivery, computer-assisted delivery, and distance delivery). Must be able to explain and deliver materials in a variety of ways to meet the needs of a broad range of learning abilities.
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. Curriculum development and modification by working with the Executive Director and other department faculty members in developing or modifying course content, course objective, standards and instructional methods, degree and certificate programs.
4. Advise students as assigned following the campus procedures and requirements.
5. Serve on faculty committees both in the department and in the faculty at large as appointed by the Vice President of Instruction and Student Services and the Faculty Senate.
6. Demonstrate continued professional growth by staying current in and expanding knowledge of subject area and teaching techniques through a plan of professional development.

7. Faculty is expected to participate in and provide information necessary for the recruitment and retention of students into their programs, 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. Attend conferences and professional meetings.
2. Faculty members serve on Faculty Senate committees, screening committees, and other ad hoc committees as requested and/or appointed.
3. Attend student graduation ceremony at the end of the academic year.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

1. Subject matter competency: Faculty members are qualified to instruct courses in quantity food preparation, specialized culinary skills, sanitation, safety, and foodservice management.
2. Mastery of the subject area at a sufficient level to instruct students in the knowledge, skills and attitudes requisite for success in the courses in the curriculum. Ability to evaluate student programs both empirically and holistically and to prescribe and develop curriculum materials for individuals and classes.
3. Knowledge of, or ability to learn teaching methods to instruct students of a variety of ages, backgrounds and learning abilities. Ability to adapt to various audiences, to find various explanations and to facilitate various learning styles.
4. Ability to work with and cooperate with college faculty and staff at all levels, as a team member with the Vice President of Instruction and Student Services, Instructional Director, other faculty, staff, and related industry/businesses in developing course content, objectives, standards, program curriculum, grading and instructional methods.
5. The ability to communicate effectively in writing using the English language with or without the use of auxiliary aids of services.
6. A level of computer literacy sufficient to use software such as word processing, spreadsheets, and databases to produce correspondence, document, and reports as required by the position and the ability to access student information for the purpose of advising and keeping student records.
7. Willingness to travel and/or teach at various hours as required.

ERGONOMIC AND/OR OTHER REQUIREMENTS

Courses may include indoor and outdoor 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

Required:

1. Education: Associate's Degree (Bachelor's preferred) in Culinary Arts plus proficiency **and** a high level of competency in the field.
2. Certification: Hold a CWPC certification. Willing to earn CCE (Certified Culinary Educator).

Experience: Proficiency and a high level of competency in the field. As demonstrated by a minimum of seven years of experience in business, industry or education.

Preferences:

1. Preference given to applicants with related teaching experience preferably at the college level or the equivalent. Preference given to applicants with demonstrated learning and success in adult instruction.
2. Preference given to applicants with related industry experience.
3. Preference given to applicants with related industry certifications.
4. Other Preferences: (a) Demonstrated ability to work independently and professionally in areas of instruction, course and 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.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
OREGON COAST CULINARY INSTITUTE

POSITION DESCRIPTION

Visiting Culinary Arts Instructor

Successful applicant for employment will be expected to use their skills to assist in recruiting, retaining, and contributing to the success of our students as well as participating in ongoing efforts to improve the quality of our learning-centered environment.

STATUS:	Visiting Faculty Position	SALARY SCHEDULE:	Per Federation Contract
TERMS:	**12-month/244 days**, Per Federation Contract	INITIAL PLACEMENT:	Per Federation Contract

REPORTS TO: Executive Director of the Oregon Coast Culinary Institute
Instructional Director, Professional and Technical Division
Vice President of Instruction/Chief Instructional Officer

EVALUATION: Performance will be evaluated in accordance with the faculty union contract and administrative procedures.

PRIMARY PURPOSE: To instruct in the Culinary Arts program.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Teach a range of culinary courses up to 18-20 credit hours per quarter in the Culinary Arts program. Develop and deliver online classes and teaching at non-traditional times; participating in Southwestern Oregon Community College committee assignments and activities; seeking outside resources to program support, student recruitment and applying scholarship and community service. Teach course information to students in groups and individually using instructional methodology appropriate to the audience and to the subject (e.g. lecture, demonstration, group discussion, technology-enhanced delivery, computer-assisted delivery, and distance delivery). Must be able to explain and deliver materials in a variety of ways to meet the needs of a broad range of learning abilities.
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. Curriculum development and modification by working with the Executive Director and other department faculty members in developing or modifying course content, course objective, standards and instructional methods, degree and certificate programs.
4. Advise students as assigned following the campus procedures and requirements.
5. Serve on faculty committees both in the department and in the faculty at large as appointed by the Vice President of Instruction and Student Services and the Faculty Senate.

6. Demonstrate continued professional growth by staying current in and expanding knowledge of subject area and teaching techniques through a plan of professional development.
7. All faculty are expected to participate in and provide information necessary for the recruitment and retention of students into their programs, 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. Attend conferences and professional meetings.
2. Faculty members serve on Faculty Senate committees, screening committees, and other ad hoc committees as requested and/or appointed.
3. Attend student graduation ceremony at the end of the academic year.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

1. Subject matter competency: Faculty members are qualified to instruct courses in quantity food preparation, specialized culinary skills, sanitation, safety, and foodservice management.
2. Mastery of the subject area at a sufficient level to instruct students in the knowledge, skills and attitudes requisite for success in the courses in the curriculum. Ability to evaluate student programs both empirically and holistically and to prescribe and develop curriculum materials for individuals and classes.
3. Knowledge of or ability to learn teaching methods to instruct students of a variety of ages, backgrounds and learning abilities. Ability to adapt to various audiences, to find various explanations and to facilitate various learning styles.
4. Ability to work with and cooperate with college faculty and staff at all levels, as a team member with the Vice President of Instruction and Student Services, Instructional Director, other faculty, staff, and related industry/businesses in developing course content, objectives, standards, program curriculum, grading and instructional methods.
5. The ability to communicate effectively in writing using the English language with or without the use of auxiliary aids of services.
6. A level of computer literacy sufficient to use software such as word processing, spreadsheets, and databases to produce correspondence, document, and reports as required by the position and the ability to access student information for the purpose of advising and keeping student records.
7. Willingness to travel and/or teach at various hours as required.

ERGONOMIC AND/OR OTHER REQUIREMENTS

Courses may include indoor and outdoor 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

Required:

1. Education: Associate's Degree (Bachelor's preferred) in culinary arts plus proficiency **and** a high level of competency in the field.
2. Certification: Hold a CCC certification. Willing to earn CCE (Certified Culinary Educator).

Experience:

Proficiency and a high level of competency in the field. As demonstrated by a minimum of seven years of experience in business, industry or education.

Preferences:

1. Preference given to applicants with related teaching experience preferably at the college level or the equivalent. Preference given to applicants with demonstrated learning and success in adult instruction.
2. Preference given to applicants with related industry experience.
3. Preference given to applicants with related industry certifications.
4. Other Preferences: (a) Demonstrated ability to work independently and professionally in areas of instruction, course and 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.

02/20/2008

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.

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 he 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.

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:

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

_____	_____
Supervisor	Date
_____	_____
Manager	Date
_____	_____
College President	Date
_____	_____
EEO Review	Date

trn/04 revised mg 01/05
lfg 01/05

Oregon Coast Culinary Institute
Baking and Pastry Advisory Committee
as of January 1, 2009

LastName	FirstName	Business	Address	City	State	Zip	Phone	Email	Comment
Catanio	Dan	The Mill Casino Hotel	3201 Tremont St.	North Bend	OR	97459	541-756-8800	dcatanio@themillcasino.com	Employer
Lafarinere	Tom	The Mill Casino Hotel	3201 Tremont St.	North Bend	OR	97459	541-756-8800	tlafarinere@themillcasino.com	Pastry Chef
Hanlin	Shawn	Oregon Coast Culinary Institute	1988 Newmark Ave	Coos Bay	OR	97420	541-888-1546	shanlin@socc.edu	Executive Director
DoVale	Nilda	Oregon Coast Culinary Institute	1988 Newmark Ave	Coos Bay	OR	97420	541-888-1544	ndovale@socc.edu	Faculty Member; Culinary
Powers	Tina	Oregon Coast Culinary Institute	1988 Newmark Ave	Coos Bay	OR	97420	541-888-1542	tpowers@socc.edu	Faculty Member; Baking and Pastry
Poynter	Woojay	Oregon Coast Culinary Institute	1988 Newmark Ave	Coos Bay	OR	97420	541-888-1542	wpoynter@socc.edu	Faculty Member; Baking and Pastry
Lane	Nancy	Empire Café	525 Newmark Ave	Coos Bay	OR	97420	541-888-5221		Employer
Alter	Peggy	Pastry Pieces	4643 NE 32nd Ave	Portland	OR	97211	303-442-6559	info@pastrpieces.com	Pastry Chef
Curfman	Patty	Patty Cakes	1852 E Burnett ST	Stayton	OR	97383	503-767-2253	chefcurfman@yahoo.com	Pastry Chef
Hausman	Christina	Sugar Shack	1936 Elm Ave	Reedsport	OR	97467	541-271-3035	angievern@charter.net	Pastry Chef and Graduate of OCCI

Advisory Board Meeting Agenda
Oregon Coast Culinary Institute
Monday, 2:00 P.M. November 3rd, 2008
Baking and Pastry Program
Notes

I. *Welcome & Introductions* — *Shawn Hanlin CEC/Director OCCI*

Welcomed all present

II. *School Overview* — *Shawn Hanlin CEC*

Where we are at and Where we are headed

Baking and Pastry Program-

Introduction of New Baking and Pastry Instructor — *Tina Powers CMB*

Introduced and gave group a general background of her expertise and history. Has been involved with four other baking and pastry programs and has been instrumental in development of three other ACF Accredited programs: California, Colorado and Nebraska.

III. *Program Facts* — *Tina Powers CMB*

Development of Program

Curriculum-Program is growing, curriculum is being based on ACF and RBA standards

Competencies based on both Organization's inputs as well as industry inputs.

Used Colorado Tech Prep format-complete and documentable with authentic assessment tools.

Classes

Ten students in 07/08 currently two cohorts with a total of 40 baking and pastry students started with two dropping the first two weeks.

Student Population

Current student population in Baking and Pastry is 38 students.

IV. *Program Details*

Patisserie & Baking Program — *Tina Powers CMB*

General overview of the program from when Chef Powers took over the classes, development of curriculum and competency based program of today. Progress being made to improve and enhance program. Goal of accreditation explained.

V. *Student Services & Career Services* — *Kirsten Kresie*

Completion and Graduate Employment Rates

Ten students are currently registered for externships, seven students are currently employed, and two more are actively looking. One student is waiting till next quarter to work. Follow up to reported in the spring.

VI. *Question and Answer Session* — *Shawn Hanlin CEC*

Chef Dan Catanio asked status of new students, and how they are responding to classes.

General discussion of the program from where it was last two years to current status.

VII. *Wrap up and Thank You* — *Shawn Hanlin CEC*

Chef Hanlin and Chef Powers thanked all present and then both chef's conducted tour of the baking and pastry kitchen as well as the rest of the building.

VIII. *Tour of Facilities* — *Tina Powers CMB*

Members of Advisory Board for Baking and Pastry Attending:

Dan Catanio: Executive Chef, The Mill Casino, Coos Bay Oregon

Nilda DuVale: Culinary Arts Instructor, Oregon Coast Culinary Institute

Thomas Roberts CEC: Culinary Arts Instructor, Oregon Coast Culinary Instutute

Patty Curfman CEC, AAC: Patty Cakes Bakery, Portland Oregon

Peggy Alter CEPC: Sugarart, Portland Oregon

Members of the Advisory Board unable to attend:

Joshua Schroll : Puratos Corporation

Edward Fraser CMB

Woojay Poynter CC

Oregon Coast Culinary Institute
Baking and Pastry Program Advisory Committee Meeting
March 16, 2009

Present: Shawn Hanlin, Tina Powers, Woojay Poytner, Niida DoVale, Christina Hausman, Patti Curfman and Dan Cantonio

Welcome and introductions

Tina Powers introduced Christina Hausman a recent graduate and new member to the advisory committee.

Review of program goals and competency requirements

Attendees discussed ACF required proficiencies as related to the program

Shawn Hanlin requested feedback and input from committee members within the industry. It was discussed those providing externship locations would like to have more knowledge of the student's skills etc. Shawn Hanlin indicated each program has a set of exit competencies and it was discussed providing this information as part of the student's portfolio. Discussion to be addressed.

Program in General

Committee members inquired upon the tracking methods of students after graduation. Shawn Hanlin noted that each student has a six month and one year follow-up; however, it has been difficult locating students to gather the feedback information.

Patti Curfman recommended, with student approval, sharing of student information with ACF chapter to provide a support system and easy transition for students as they leave the area and locate new chapters.

Discussion commenced regarding externship placement and strategies to improve:

- Early placement and preparation – it was noted students learn and begin the selection of an externship process as early as the first term of the program.
- Students having more responsibility in locating a site
- Adding students' exit competencies to the student portfolios
- Digitalizing the student portfolio – it was noted each student has the opportunity to create an electronic compatibility portfolio

Agenda
OCCI Baking and Pastry Advisory Committee Meeting
March 16, 2009 2:00 pm

1) Welcome and introductions

2) The role of an advisory committee member

    a. 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.

3) A review of program goals and competency requirements

4) Program changes over the past year

5) Staff changes

    a. **Update of faculty assignments** – Chef Woojay Poynter has been appointed as a Baking and Pastry Instructor
    b. **Update of other positions** – Elisa Watson is temporarily filling the Admission/Recruiting position while Jamie Cook is on maternity leave.

6) Discussion by Participants of Industry Needs
    a. 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.

7) Feedback and discussion

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 Update of OCCI Web Site and Web Pages

The Instructional Program

1.) Update on Externship positions within OCCI programs. The Chef's Table and La Patisserie have been a success with each program having weekly orders and/or reservations.
2.) Update on Externship positions Outside of OCCI. Faculty and staff have stressed the importance of the externship and put measures into place to ensure students will have placements upon graduation.
3.) Improving Efficiency and Program Content of both Baking and Pastry and Culinary Arts.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2007-2008

COST CENTER -- 8551 OR COAST CULINARY INST

2004-2005 ACTUAL	2005-2006 ACTUAL	2006-2007 ADJ. BUDGET		TITLE	2007-2008 RECOMMENDED	2007-2008 APPROVED	2007-2008 ADOPTED
-501,000	-812,500	-18,000	44010	TUITION	-1,349,550	-1,349,550	-1,349,550
0	-5,620	-1,454,640	44560	FEES - REGISTRATION	-30,000	-30,000	-30,000
0	-1,500	-1,000	44624	FEES - DEPOSIT FORFE	-1,000	-1,000	-1,000
-501,000	-819,620	-1,473,640			-1,380,550	-1,380,550	-1,380,550
-30	-1,919	-1,000	45015	SALES - VENDING	-1,000	-1,000	-1,000
0	-221		45190	INTEREST - OTHER			
0	-340		45213	BUILDING RENTAL	-2,000	-2,000	-2,000
0	-500		45215	DONATIONS/CONTRIBUTI			
0	-521		45217	EXPENSE REIMBURSEMEN			
-3,900	-9,511	-10,000	45250	Catering Revenue	-14,600	-14,600	-14,600
-3,930	-13,012	-11,000			-17,600	-17,600	-17,600
0	-94		48021	TRANSFER FROM AUXILI			
-504,930	-832,726	-1,484,640			-1,398,150	-1,398,150	-1,398,150
66,625	61,346	65,000	51111	MGMT SAL FT	121,650	121,650	121,650
0	74,575	150,374	51211	FACULTY FT	102,418	102,418	102,418
21,761	42,600		51214	FT FAC SUMMER			
59,348	8,286		51220	FT ADJUNCT FACULTY			
4,061	0	95,357	51311	FACULTY PT	77,884	77,884	77,884
0	26,095	32,979	51411	CLASS SAL FT	32,971	32,971	32,971
0	817		51412	CLASS SAL OT			
3,187	2,341	10,541	51417	CLASS SAL PT/TEMP	10,541	10,541	10,541
27,512	83,840	61,945	51515	SPECIALIST	61,945	61,945	61,945
0	0	29,705	51521	FT SPECIALIST	29,705	29,705	29,705
979	10,290		51525	OTHER SALARIES			
183,472	310,190	445,901			437,114	437,114	437,114
57,645	70,795	178,300	52190	PR COSTS/FRINGE	173,493	173,493	173,493

8551 OR COAST CULINARY INST

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2007-2008

COST CENTER -- 8551 OR COAST CULINARY INST

2004-2005 ACTUAL	2005-2006 ACTUAL	2006-2007 ADJ. BUDGET	TITLE	2007-2008 RECOMMENDED	2007-2008 APPROVED	2007-2008 ADOPTED
0	1,300		53108 PROMOTIONAL MATERIAL	20,000	20,000	20,000
0	0		53110 FURNITURE (UNDER $5,	2,000	2,000	2,000
25,470	43,136	24,000	53111 GEN SUPPLIES	38,160	38,160	38,160
15,831	6,739	6,000	53112 POSTAGE	10,000	10,000	10,000
0	0	300	53113 SOFTWARE (UNDER $5,0	500	500	500
343	0		53114 PRINTED FORMS			
3,214	9,481	6,000	53118 CLASS/LAB SUPL	15,000	15,000	15,000
960	580		53119 TEAM UNIFORMS	340	340	340
1,739	2,781		53121 MICRO COMP SUP	3,000	3,000	3,000
35	0	300	53122 SUBSCRIP MAG	300	300	300
0	0	6,000	53127 CLASS MAT/UNIFORMS	6,000	6,000	6,000
0	30		53128 TEXTBOOKS	11,200	11,200	11,200
200	0		53129 AWARDS/TROPHIES	300	300	300
0	680		53132 VIDEOS			
50,222	112,857	88,000	53135 CLASS SUPPLIES-FOOD	98,000	98,000	98,000
0	0		53137 CATERING COSTS	10,000	10,000	10,000
191	0		53151 GASOLINE/FUEL			
0	195	11,000	53153 NATURAL GAS/PROPANE	11,000	11,000	11,000
0	0	1,500	53172 COMPUTER EQUIP < $5,	1,500	1,500	1,500
0	0	2,000	53174 OTHER EQUIP < $5,000	2,000	2,000	2,000
3,990	5,006	5,000	53211 OPER TRAVEL	5,000	5,000	5,000
4,107	2,814	6,000	53212 RECRUITMENT TRAVEL	10,000	10,000	10,000
2,770	0		53213 SEMINAR / WORKSHOP F	3,000	3,000	3,000
1,163	413	1,000	53214 PROG/STAFF DEV	1,000	1,000	1,000
3,960	704	2,500	53216 PROF DEV TRAVEL	2,500	2,500	2,500
0	698	1,000	53217 FIELD TRIP	1,000	1,000	1,000
510	448		53311 CELL PHONES & PAGERS			
25,034	30,812	30,000	53312 PRINTING OUTSIDE	30,000	30,000	30,000
56	0		53313 SHIPPING	500	500	500
624	74		53314 TELE/LOCAL			
1,040	1,019	1,500	53315 TELE/LONG DIST	1,500	1,500	1,500
5,828	10,885	5,000	53316 ADVERTISING	5,000	5,000	5,000
50,268	0		53317 FACILITY RENTAL			
21,590	12,222	8,000	53321 OTHER PURCH SERV	8,000	8,000	8,000

8551 OR COAST CULINARY INST

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2007-2008

COST CENTER -- 8551 OR COAST CULINARY INST

2004-2005 ACTUAL	2005-2006 ACTUAL	2006-2007 ADJ. BUDGET		TITLE	2007-2008 RECOMMENDED	2007-2008 APPROVED	2007-2008 ADOPTED
7,500	4,365	8,000	53331	DUES/FEES	8,000	8,000	8,000
8,647	32,771	22,000	53335	HEAT LIGHTS ELEC	22,000	22,000	22,000
1,851	2,594	2,000	53336	WATER, SEWAGE	2,000	2,000	2,000
1,173	5,197	2,000	53337	SANITATION SERV	2,000	2,000	2,000
729	789	600	53409	PRINTING IMC	700	700	700
2,186	673	1,000	53415	MOTOR POOL	1,000	1,000	1,000
1,119	322	1,000	53420	RENTAL VEHICLE	1,000	1,000	1,000
200	3,390		53517	CONTRACTED SERV			
665	0		53519	TUITION/FEES			
0	4,449		53634	TEMP EMPLOYMENT SERV			
1,012	2,647	3,000	53711	FIRE INSURANCE	3,000	3,000	3,000
1,040	991	1,200	53712	LIABILITY INSURANCE	1,200	1,200	1,200
430	1,140	2,000	53713	EARTHQUAKE INSUR	2,000	2,000	2,000
0	0	500	53731	AUTO/LIABILITY	500	500	500
245,698	302,201	248,400			340,200	340,200	340,200
4,000	28,860	20,000	55111	STUDENT AID GRANTS	20,000	20,000	20,000
0	0	293,366	55903	ADMINISTRATIVE EXPEN			
4,482	25,348	80,000	55911	BAD DEBT EXPENSE	25,000	25,000	25,000
3,816	3,816		55920	DEBT ISSUANCE AMORTI			
12,298	58,024	393,366			45,000	45,000	45,000
0	310	4,000	56110	REPAIR - EQUIPMENT	4,000	4,000	4,000
0	0	2,000	56210	REPAIR - BUILDING (M	2,000	2,000	2,000
0	310	6,000			6,000	6,000	6,000
24,500	0		59029	TRANSFER TO INS. RES			
523,613	741,520	1,271,967			1,001,807	1,001,807	1,001,807
163,928	163,202	162,198	60001	INTEREST EXPENSE	160,843	160,843	160,843

8551 OR COAST CULINARY INST

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2007-2008

COST CENTER -- 8551 OR COAST CULINARY INST

2004-2005 ACTUAL	2005-2006 ACTUAL	2006-2007 ADJ. BUDGET	TITLE	2007-2008 RECOMMENDED	2007-2008 APPROVED	2007-2008 ADOPTED
0	0	49,275	60002 PRINCIPAL PAYMENT	54,750	54,750	54,750
530	347	1,200	60003 DEBT SERVICE ADMIN.	1,200	1,200	1,200
164,458	163,549	212,673		216,793	216,793	216,793
0	79,199		65001 DEPRECIATION EXPENSE			
164,458	242,748	212,673		216,793	216,793	216,793
183,141	151,542	0		-179,550	-179,550	-179,550

American Culinary Federation
since 1929

and the National Certification Commission
do hereby certify that

Shawn L Hanlin

Has met the national certification and
skills standards established for

CERTIFIED EXECUTIVE CHEF

For the period ending
3/20/2013

ACF National President

Chair, ACF National Certification Commission

RBA

The Retail Bakers of America

and its Officers and Directors
hereby certify that

Tina Powers, CMB

has successfully
fulfilled requirements as a

Master Baker

under the RBA Master Baker
Certification Program



Awarded: June, 2005

Ed Fraser
President

Executive Vice President

Metropolitan Community College

The Board of Governors,
on recommendation of the President and faculty,
has conferred upon

TINA M. POWERS

the degree of

ASSOCIATE IN APPLIED SCIENCE

FOOD ARTS AND MANAGEMENT

WITH HONORS

on the Fifteenth day of August, 2002

in Omaha, Nebraska

President of the College

Chair of the Board

Director of Enrollment

CERTIFICATE NO. 100833

ServSafe®

Certified ServSafe® Instructor &
Registered ServSafe Examination Proctor

National Restaurant Association Solutions recognizes

TINA POWERS

for successfully completing the requirements to become a Certified ServSafe Instructor and Registered ServSafe Examination Proctor

- Maintaining a current ServSafe Food Protection Manager Certification*
- Passing the ServSafe Online Advanced Test
- Completing the online Instructor and Proctor Tutorials
- Agreeing to comply with the Performance Agreement

12/09/2008
DATE OF APPROVAL

12/09/2013
DATE OF EXPIRATION

NATIONAL RESTAURANT ASSOCIATION SOLUTIONS ™

Mary M. Adolf
President & COO, Products and Services Division
National Restaurant Association Solutions

*This certificate is confirmation of your dual role status as a Certified ServSafe Instructor and as a Registered ServSafe Examination Proctor. This is NOT a ServSafe Food Protection Manager Certification and should not be conveyed as one. You must maintain a current ServSafe Food Protection Manager Certification. Ongoing requirements to maintain your status as a Certified ServSafe Instructor and Registered ServSafe Examination Proctor may be introduced by the NRA Solutions at a future date.

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Search Criteria

Last Name: poynter First Name: woojay Search

Search Results

Woojay A Poynter, CC
Portland, OR

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MCC

METROPOLITAN COMMUNITY COLLEGE

Omaha, Nebraska

Permanent Record Transcript

Woojay A Poynter
6541 Rose Bridge Dr
ROSEVILLE CA 95678

ID Number 0537551
Social Security No. [redacted]
Gender Male
Birth Date 02/14/74

DEGREE(S) AWARDED	PROGRAM OF STUDY	DATE	
ASSOC APPLD SCIENCE	Culinary Arts & Mgmt	02/28/05	HONORS

Course	Title	Grade	Credits
	FALL 2002		
FST100	Culinary Arts Basics	B	3.0
FST109	Kitchen Fundamentals	A	4.0
	—(Att. 7.0 Cpt. 7.0 GPA 3.571)—		
	SPRING 2002/2003		
FST111	Culinary Skills II	A	4.0
	—(Att. 4.0 Cpt. 4.0 GPA 4.000)—		
	SUMMER 2003		
FST110	Culinary Skills I	A	4.0
FST227	Artisan Breads	A	3.0
	—(Att. 7.0 Cpt. 7.0 GPA 4.000)—		
	FALL 2003		
FST121	Princ. of Safe Food Handling	A	3.0
FST149	Garde Manger & Buffet Service	A	3.0
FST214	Quantity Food Production III	B	5.0
	—(Att. 11.0 Cpt. 11.0 GPA 3.546)—		
	WINTER 2003/2004		
FST124	Baking Skills I	A	4.0
FST203	Purchasing for Foodservice	B	3.0
FST212	Foodservice Cost Control	A	3.0
	—(Att. 10.0 Cpt. 10.0 GPA 3.700)—		
	SPRING 2003/2004		
FST133	Gourmet Service	W	3.0
FST223	International Cuisine	A	4.0
FST230	Foodservice Nutrition	A	3.0
	—(Att. 10.0 Cpt. 7.0 GPA 4.000)—		
	SUMMER 2004		
FST297	Internship	A	3.0
	—(Att. 3.0 Cpt. 3.0 GPA 4.000)—		
	FALL 2004		
FST113	Quantity Food Production II	A	5.0
FST133	Gourmet Service	A	3.0
FST210	Foodservice Supervision	C	4.5
	—(Att. 12.5 Cpt. 12.5 GPA 3.280)—		
	WINTER 2004/2005		
FST132	Gourmet Menus	A	3.0
FST218	Supervisory Management Lab	A	6.0
FST221	Classic Pastries	A	4.0
FST295	Introduction to Wine & Spirits	A	3.0
	—(Att. 16.0 Cpt. 16.0 GPA 4.000)—		
	TRANSFER CREDITS		
	TRANSFER CREDITS..... 27.00		

Total MCC Credits Completed:	77.50
Total Other Credits:	27.00
Total Credits Earned:	104.50
Cumulative GPA:	3.7419

Becky Nickel — 04/03/2006

Director, Enrollment Management & Records — Date

STUDENT COPY

WOOJAY A POYNTER
STUDENT COPY
6541 ROSE BRIDGE DR
ROSEVILLE CA 95678

Valid as Official Transcript with Signature and raised College Seal

Printed on blue Check Protect™ paper with artificial watermark on back. Hold at an angle to view.

158000

MCC

METROPOLITAN COMMUNITY COLLEGE

OFFICE OF CENTRAL RECORDS
PO Box 3777 Omaha, NE 68103-0777
(402) 457-2353 fax: (402) 457-2244
Toll Free: 800-228-9553
http://www.mccneb.edu

EXPLANATION OF TRANSCRIPTS

ACADEMIC AMNESTY (#)

One quarter, a maximum of 24 credit hours of class(es), has been omitted from the grade point average and attempted hour calculation.

ACCREDITATION

Metropolitan Community College is accredited by the North Central Association of Colleges and Schools, the accrediting agency for colleges and universities in the region.

CAMPUS AND CENTER LOCATIONS

Elkhorn Valley	204th and West Dodge Road	**Fremont Center**	Eastville Shopping Plaza
Fort Omaha	30th and Fort Streets	**Sarpy Center**	9110 Giles Road
South Omaha	27th and Q Streets		

COLLEGE CALENDAR

Metropolitan Community College operates under the quarter system.

Fall Quarter	September through November	**Spring Quarter**	March through May
Winter Quarter	December through March	**Summer Quarter**	June through August

GRADING SYSTEMS

Grade	Grade Points
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
AW	0.0
X	0.0

Grade Conditions

I	Incomplete	NC	No Credit
IW	Instructor Withdrawal	S	Satisfactory
AW/X	Administrative Withdrawal	Z	Ungraded
P	Pass	AU/V	Audit
Q	Course in Progress	T/P	Test Proficiency
R	Re-enroll	*	Course Retaken
W	Student Withdrawal	#	Academic Amnesty

HISTORY

Metropolitan Technical Community College was created in 1974. In 1992, the college was renamed Metropolitan Community College.

GRADUATION WITH HONORS REQUIREMENTS

The Honors cumulative GPA is computed using all grades that apply toward a student's graduation requirement and must equal a total GPA of 3.50.

NUMBERING SYSTEM

Less than 100 - Developmental level • 100 Series - Primarily freshman level • 200 Series - Primarily sophomore level.

Effective Fall 2005 Metropolitan Community College changed to a four alpha numeric system.
Transcripts of students who completed course work prior to Fall 2005 display a three alpha numeric code.

REPEAT OF A COURSE (*)

Students may repeat any course in which they did not receive at least a "C" grade. Courses may not be repeated for credit if the final grade was a "C" or better unless approved.

TRANSFER CREDIT

Transfer credit is not listed on MCC's transcripts or calculated into the student's GPA.

In accordance with the Family Rights and Privacy Act of 1974 (FERPA) as revised, this transcript must not be released to a third party without written authorization of the student.

It is the policy of Metropolitan Community College not to discriminate on the basis of sex, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin or sexual orientation.

THE UNIVERSITY OF OKLAHOMA, NORMAN, OK 73019 — OFFICE OF ADMISSIONS AND RECORDS

NAME (LAST, FIRST, MIDDLE): POYNTER, WOOJAY A
ID NUMBER: [redacted]
SEX: M
BIRTH PLACE: SEOUL, KOREA,
BIRTH DATE: 02-14-XX
HIGH SCHOOL NAME: NOT APPLICABLE
HIGH SCHOOL ADDRESS:

Student Record

DEGREE AND DATE: M.A. 12-20-2002
PRINT DATE: 12/01/04

COURSE TITLE	DEPT	NO	HRS	GRADE
MICH TECH UNIV, HOUGHTON, MI				
B.S. MAY 1996				
UNIV OF PHOENIX, PHOENIX, AZ				
1999				
8 HOURS GRAD CREDIT				
FALL 1999 CE	**GRAD COL**			**ECON**
GOVT RELATIONS-BUS	ECON	5990	2	A
MANAGERIAL ECON I	ECON	5031	1	I/S
MANAGERIAL ECON I	ECON	5032	2	A
TERM: GPH 4 GPS 16 HA 5 HE 5 GPA 4.00				
SPRING 2000 CE	**GRAD COL**			**ECON**
PUBLIC FINANCE	ECON	4352	2	A
TERM: GPH 2 GPS 8 HA 2 HE 2 GPA 4.00				
SUMMER 2000 CE	**GRAD COL**			**ECON**
CONTEMP ECON METHOD	ECON	5071	1	I/S
CONTEMP ECON METHOD	ECON	5072	2	B
ADV URBAN ECONOMICS	ECON	5451	1	I/S
ADV URBAN ECONOMICS	ECON	5452	2	A
TERM: GPH 4 GPS 14 HA 6 HE 6 GPA 3.50				
FALL 2000 CE	**GRAD COL**			**ECON**
STAT-DECISION MAKNG	ECON	5022	2	A
STAT-DECISION MAKNG	ECON	5021	1	I/S
TERM: GPH 2 GPS 8 HA 3 HE 3 GPA 4.00				
SPRING 2001 CE	**GRAD COL**			**ECON**
STRUCT SYS ANALYSIS	B AD	5971	1	S
STRUCT SYS ANALYSIS	B AD	5972	2	A
INVSTMNTS/PORTFOLIO	FIN	5101	1	I/S
INVSTMNTS/PORTFOLIO	FIN	5102	2	A
TERM: GPH 4 GPS 16 HA 6 HE 6 GPA 4.00				
SUMMER 2001 CE	**GRAD COL**			**ECON**
MANAGERIAL ECON II	ECON	5042	2	A

INTERPRETATION OF GRADES
A = Excellent
B = Good
C = Average
D = Poor
F = Failing
I = Incomplete
AW = Admin. Withdrawal
W = Withdrawn
S = Satisfactory
U = Unsatisfactory
P = Pass
NP = No Pass
AU = Audit
X = Work in Progress
E = Conditional
WF = W Failing
N = No Report

GRADE POINTS PER SEM. HOUR SINCE 1950
A = 4 D = 1
B = 3 F = 0
C = 2 WF = 0
Other Grades Not Computed in GPA

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - 1974 - THIS RECORD IS RELEASED ON THE CONDITION THAT THE STUDENT INFORMATION CONTAINED THEREIN WILL NOT BE TRANSFERRED TO A THIRD PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

COURSE TITLE	DEPT	NO	HRS	GRADE
SUMMER 2001 (CONTINUED)				
MANAGERIAL ECON II	ECON	5041	1	I/S
TERM: GPH 2 GPS 8 HA 3 HE 3 GPA 4.00				
FALL 2002 CE	**GRAD COL**			**ECON**
RES IN ECON PROB	ECON	5940	2	S
TERM: GPH 0 GPS 0 HA 2 HE 2 GPA 0.00				
(END OF RECORD)				

Registrar, College of Continuing Education

Carol Headley

This official transcript is printed on burgundy security paper and signed in DUPLICATE (pre-printed signature in white ink and laser produces identical signature in black ink) on each page by the Registrar, College of Continuing Education, Carol Headley. A raised seal is not required. When photocopied, the word COPY should appear. A BLACK AND WHITE OR COLOR COPY OF THIS TRANSCRIPT SHOULD NOT BE ACCEPTED.

STUDENT IS IN GOOD STANDING UNLESS NOTED. THIS DOCUMENT REFLECTS ONLY THE ACADEMIC RECORD OF THE STUDENT.

UNIVERSITY OF OKLAHOMA

OU

The University of Oklahoma
1000 ASP
Norman, OK 73019
405-325-2012 / 405-325 7047 Fax

EXPLANATION OF RECORD
THE UNIVERSITY OF OKLAHOMA
FICE CODE 3184

The College of Continuing Education
1700 ASP
Norman, OK 73072
405-325-1021 / 405-325-7698 Fax

WOOJAY POYNTER
4916 CALIFORNIA ST
APT #10
OMAHA NE 68132

CREDIT:
The unit of credit is the semester hour. All course work on the record is residence credit unless otherwise indicated. Each course taken at the University of Oklahoma, whether passed, failed, or repeated is included on the Student Record. Level of credit is determined by course number. Credit transferred from a junior college is accepted to meet lower division requirements only.

COURSE NUMBERING:
Prior to 1970, courses numbered 1-99 were for Freshmen and Sophomores; 100-199 for Juniors and Seniors; 200-299 for Upper Division undergraduate and Minor graduate credit; 300-399 for Advance undergraduate and Major graduate credit; and 400-499 for Major graduate credit. Effective fall semester, 1970, courses numbered 0000-0999 indicate Remedial work (no college credit); 1000-1999, Freshman level; 2000-2999, Sophomore level; 3000-3999, Junior level; 4000-4999, Senior level; 5000 and 6000, Graduate level.

SYMBOLS:
Parenthesis ( ) around credit hours indicate no credit. H following course title indicates Honors course. P indicates credit for a Pass/No Pass option enrollment. NP indicates no credit for a Pass /No Pass option enrollment. E following course title indicates Extension credit. CE following the semester year indicates Continuing Education student. H Honors = degree with High Honors, Hst Hon = with Highest Honors, Dist = with Distinction, SP Dist = with Special Distinction, Gen Hon = General Honors, Honors = with Honors, Sum Laud = Summa Cum Laude, Mag Laud = Magna Cum Laude, Cum Laud = Cum Laude.

COURSE LOAD:
Twelve semester hours during a regular fall or spring semester and six semester hours in a summer session constitutes full-time enrollment for the undergraduate student. Full-time status for the graduate student is nine semester hours during a regular fall or spring semester and four semester hours in a summer session.

ACADEMIC FORGIVENESS: (Effective Fall 1992)
Courses identified by an # are not used in calculating the retention/graduation grade point average, but they are used in calculating the cumulative grade point average.

GRADE POINTS/GRADE POINT AVERAGE:
Prior to 1950-51, with the exception of Law and Medicine, grade points were calculated as follows: A = 3, B = 2, C = 1, D, E, F, WF = 0. Since 1950-51, grade points are calculated as follows: Each hour of A = 4, B = 3; C = 2, D = 1, and F, WF = 0. The College of Law is on a 12 point grading system and plus and minus signs are used as follows: A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, F = 0. Plus and minus signs were not posted on the student's academic record prior to 1976. No cumulative GPA's are computed for Graduate or Special Students.

NORMAN/OKLAHOMA CITY CAMPUSES:
Professional work completed in the colleges of Dentistry and Medicine located on the Oklahoma City campus does not appear on a Student Record issued from the Norman Campus. Effective fall semester, 1979, the Norman campus Admissions and Records office discontinued posting in detail course work completed by students enrolled in other colleges on the Oklahoma City campus. Complete records of such work must be obtained from the Health Sciences Center on the Oklahoma City campus.

LIBERAL STUDIES PROGRAMS:
The College of Liberal Studies offers a Bachelor of Liberal Studies (BLS) degree and a Master of Liberal Studies (MLS) degree in nontraditional formats. The BLS degree is completed through short-term courses, or through independent study units combined with on-campus residence seminars. BLS students complete an interdisciplinary curriculum in the broad areas of Humanities, Natural Sciences or Social Sciences, and an integrative study unit called Inter-Area. Short-term BLS courses are variable topics. The MLS degree program combines independent study units with three seminars: Introduction to Research and Methods of Inquiry, Colloquium, and Advanced Seminar.

TO TEST FOR AUTHENTICITY: The face of this document has a burgundy background and the name of this institution appears in small print. Apply fresh liquid bleach to the sample background printed below. If authentic, the paper will turn brown.

ADDITIONAL TEST: When photocopied, the word COPY appears prominently across the face of the entire document. ALTERATION OR FORGERY OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE! A black and white document is not an original and should not be accepted as an official institutional document. This transcript cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. If you have additional questions about this document, please contact our office.

MTU

Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931-1295

Student No: M00-14-1747 Date Issued: 29-NOV-2004

Record of: Woo-Jay An Poynter
7200 Lillian Hwy Apt 804
Pensacola, FL 32506-4459

Issued To: Woojay Poynter
4916 California St #10
Omaha, NE 68132

Course Level: Undergrad/Prior To Fall 2000
High School: TAEGU AMERICAN SCHOOL 12-JUN-1992

Current Program
College : College of Sciences & Arts
Major : Computer Science
Conc.(s): Computer Science

Degree Awarded : Bachelor of Science 18-MAY-1996
Major : Computer Science
Concentration(s): Computer Science
Inst. Honors: Cum Laude

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

PRE BANNER	PRE BANNER COURSES		
CS 121	Intro Comp Sci 1	3.00 CR	
MA 150	Calc + Anal Geom 1	5.00 CR	
MA 151	Calc + Anal Geom 2	5.00 CR	
	Total Earned Credits 13.00		

INSTITUTION CREDIT:

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Fall 1992						
College of Sciences & Arts						
Computer Science						
CH	101	Gen Chemistry 1	4.00	A	16.00	
CH	111	Gen Chem Lab 1	1.00	B+	3.50	
CS	100	Comp Sci Orient	1.00	S	0.00	
CS	122	Intro Comp Sci 2	3.00	A	12.00	
MA	152	Calc + Anal Geom 3	5.00	B	15.00	
SS	120	Themes Western Civ	3.00	C	6.00	
		Total Earned Credits 17.00				
Winter 1993						
College of Sciences & Arts						
Computer Science						
CH	102	Gen Chemistry 2	4.00	A	16.00	
CH	112	Gen Chem Lab 2	1.00	B+	3.50	
CS	211	Intro Data Struct	3.00	B	9.00	
HU	101	1st Year English 1	3.00	B+	10.50	
MA	250	Calc + Anal Geom 4	5.00	B+	17.50	
		Total Earned Credits 16.00				
Dean's List						
Spring 1993						
College of Sciences & Arts						
Computer Science						
CS	210	Intro Discrete Structure	3.00	A	12.00	
CS	240	Comp Org Assem Lang	3.00	B+	10.50	
HU	102	1st Year English 2	3.00	B	9.00	
MA	330	Theory of Games	3.00	C	6.00	

********** CONTINUED ON NEXT COLUMN **********

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						
MA	341	Intro Statistics	3.00	B+	10.50	
PH	204	Gen Physics 1	5.00	A	20.00	
		Total Earned Credits 20.00				
Fall 1993						
College of Sciences & Arts						
Computer Science						
CS	310	Data Structures & Algorithms	3.00	B	9.00	
CS	311	Intro Theoretical Computer Sci	3.00	C	6.00	
HU	181	First-year German 1	4.00	B	12.00	
HU	450	Topics in Computers	1.00	A	4.00	I
PH	205	General Physics 2	5.00	B	15.00	
		Total Earned Credits 16.00				
Winter 1994						
College of Sciences & Arts						
Computer Science						
AF	102	Aerospace Studies 1	1.00	A	4.00	
BA	201	Principles of Economics 1	3.00	B	9.00	
CS	220	Numerical Methods Fortran	3.00	A	12.00	
HU	182	First-year German 2	4.00	B	12.00	
PE	172	Physical Fitness Development	1.00	A	4.00	
PE	200	First Aid	2.00	A	8.00	
		Total Earned Credits 14.00				
Dean's List						
Spring 1994						
College of Sciences & Arts						
Computer Science						
AF	206	Aerospace Studies 2	1.00	B+	3.50	
AF	258	Physical Conditioning	1.00	A	4.00	
CS	320	Computers & Society	3.00	A	12.00	
CS	340	Systems Software	3.00	B	9.00	
CS	499	Directed Study Computer Sci	3.00	A	12.00	I
HU	184	German Conversation	1.00	B+	3.50	
PE	104	Beginning Bowling	1.00	A	4.00	
SS	173	Archaeology Introduction	3.00	B	9.00	
		Total Earned Credits 16.00				
Dean's List						
Fall 1994						
College of Sciences & Arts						
Computer Science						
AF	307	Aerospace Studies 3	3.00	A	12.00	
AR	168	Physical Conditioning	1.00	A	4.00	
AR 168 grade changed from I						
CS	341	System Software Project	3.00	B	9.00	
CS	411	Intro Computation Theory	4.00	C+	10.00	
CS	420	Programming Languages	4.00	B+	14.00	
SS	151	World Cultural Diversity	3.00	A	12.00	
		Total Earned Credits 18.00				
Winter 1995						
College of Sciences & Arts						
Computer Science						

********** CONTINUED ON PAGE 2 **********

This official transcript does not require a raised seal

Sharron R. Paris

Sharron R. Paris, Registrar
Michigan Technological University

Note: Transcript explanation on reverse side.

MTU

Office of Student Records and Registration
1400 Townsend Drive, Houghton, MI 49931-1295
(906) 487-2319
http://www.admin.mtu.edu/em

This information is confidential. Release of transcript information is governed by the Family Educational Rights and Privacy Act of 1974, as amended.

Calender

Effective fall 2000, Michigan Technological University changed from a quarter system to a semester calendar.

Course Numbering System

Fall 2000 to present:

0000-0099	Developmental courses
1000-4999	Undergraduate courses
5000-5999	Undergraduate and Graduate courses
6000-6999	Graduate courses

Prior to 2000:

000-099	Developmental courses
100-499	Undergraduate courses
500-599	Undergraduate and Graduate courses
600-699	Graduate courses

Grade Information

Pass/Fail option

S	Satisfactory credit, no grade points
E	Unsatisfactory, no credit, no grade points
E*	Unsatisfactory due to academic dishonesty

The following grades are included in the calculation of GPA's

Fall 1995 to present:

Grade		Quality Points
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0
BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Inferior	1.0
F	Failure	0.0
X	Condition	0.0
F*	Special grade which indicates a failure due to academic dishonesty	0.0

Prior to 1995:

Grade		Quality Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average	2.0
D+	Below Average	1.5
D	Inferior	1.0
F	Failure	0.0
X	Condition	0.0

The following grades are not included in the calculation of GPA's

EP	Exchange pass
EF	Exchange fail
CR	Credit received by examination or advanced placement
I	Incomplete
IS	Course remains in session
M	Missing grade, grade not submitted by instructor
N	No grade, withdrew from school passing course
NC	No credit, Study Abroad or National Exchange course taken while studying abroad
NG	No grade, Study Abroad or National Exchange course taken while studying abroad
NR	No grade, repeated
P	Progress, projects that carry over for more than one semester
Q	Inadequate progress, projects that carry over for more than one semester
U	Unsatisfactory audit
U*	Unsatisfactory audit due to academic dishonesty
V	Satisfactory audit
W	Late drop granted by the Dean of Students with extenuating circumstances. Beginning fall quarter, 1995, all drops after third week
WF	Withdrew failing, prior to fall 1957
WP	Withdrew passing, prior to fall 1957
TR	Transfer credit
TW	Transfer credit waived

Repeat Codes (R)

A	Repeat averaged, used prior to fall 1986, included in calculation of GPA
I	Course repeated, included in calculation of GPA
E	Repeated course, excluded from calculation of GPA
ET	Repeated course, excluded from cumulative totals
IT	Course repeated, included in cumulative totals

MTU

Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931-1295

tudent No: M00-14-1747

Date Issued:
29-NOV-2004

Record of: Woo-Jay An Poynter
Level: Undergrad/Prior To Fall 2000

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						
AF	308	Aerospace Studies 3	3.00	A	12.00	
CS	465	Software Engineering	4.00	A	16.00	
SS	131	Contemporary Society	3.00	B	9.00	
SS	370	The Archaeology of Industry	3.00	A	12.00	
SS	371	Tech Change Developing Society	3.00	A	12.00	
		Total Earned Credits 16.00				
Dean's List						
Spring 1995						
College of Sciences & Arts						
Computer Science						
AF	309	Aerospace Studies 3	3.00	A	12.00	
AF	311	Piloting and Navigation	2.00	B	6.00	
CS	345	Intro Computer Architecture	3.00	C+	7.50	
CS	499	Intro to Algorithms	4.00	B	12.00	I
HU	103	First-year English 3	3.00	B+	10.50	
MA	321	Probability	3.00	B	9.00	
		Total Earned Credits 18.00				
Fall 1995						
College of Sciences & Arts						
Computer Science						
AF	404	Aerospace Studies 4	3.00	A	12.00	
CS	485	Introduction Computer Graphics	4.00	AB	14.00	
HU	333	Technical & Scientific Writing	3.00	A	12.00	
HU	450	First-year Japanese I	4.00	A	16.00	I
MA	344	Numerical Linear Algebra	4.00	AB	14.00	
		Total Earned Credits 18.00				
Dean's List						
Winter 1996						
College of Sciences & Arts						
Computer Science						
AF	405	Aerospace Studies 4	3.00	A	12.00	
BA	202	Principles of Economics 2	3.00	C	6.00	
CS	410	File System Organization	4.00	AB	14.00	
CS	499A	Graphical User Interface Dsgn	3.00	A	12.00	
HU	450	First-year Japanese 2	4.00	A	16.00	I
SS	372	People Cultures of the World	3.00	B	9.00	
		Total Earned Credits 20.00				
Spring 1996						
College of Sciences & Arts						
Computer Science						
AF	406	Aerospace Studies 4	3.00	AB	10.50	
CS	415	Database Systems	4.00	AB	14.00	
CS	499	Directed Study Computer Sci	3.00	A	12.00	I
PE	257	Exercise & Lifetime Fitness	2.00	A	8.00	
		Total Earned Credits 12.00				
Dean's List						

********** CONTINUED ON NEXT COLUMN **********

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	201.00	200.00	689.50	3.44
TOTAL TRANSFER	13.00	0.00	0.00	0.00
OVERALL	214.00	200.00	689.50	3.44

********** END OF TRANSCRIPT **********

This official transcript does not require a raised seal

Sharron R. Paris

Sharron R. Paris, Registrar
Michigan Technological University

Note: Transcript explanation on reverse side.

MTU

Office of Student Records and Registration
1400 Townsend Drive, Houghton, MI 49931-1295
(906) 487-2319
http://www.admin.mtu.edu/em

This information is confidential. Release of transcript information is governed by the Family Educational Rights and Privacy Act of 1974, as amended.

Calender

Effective fall 2000, Michigan Technological University changed from a quarter system to a semester calendar.

Course Numbering System

Fall 2000 to present:

0000-0099	Developmental courses
1000-4999	Undergraduate courses
5000-5999	Undergraduate and Graduate courses
6000-6999	Graduate courses

Prior to 2000:

000-099	Developmental courses
100-499	Undergraduate courses
500-599	Undergraduate and Graduate courses
600-699	Graduate courses

Grade Information

Pass/Fail option

S	Satisfactory credit, no grade points
E	Unsatisfactory, no credit, no grade points
E*	Unsatisfactory due to academic dishonesty

The following grades are included in the calculation of GPA's

Fall 1995 to present:

Grade		Quality Points
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0
BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Inferior	1.0
F	Failure	0.0
X	Condition	0.0
F*	Special grade which indicates a failure due to academic dishonesty	0.0

Prior to 1995:

Grade		Quality Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average	2.0
D+	Below Average	1.5
D	Inferior	1.0
F	Failure	0.0
X	Condition	0.0

The following grades are not included in the calculation of GPA's

EP	Exchange pass
EF	Exchange fail
CR	Credit received by examination or advanced placement
I	Incomplete
IS	Course remains in session
M	Missing grade, grade not submitted by instructor
N	No grade, withdrew from school passing course
NC	No credit, Study Abroad or National Exchange course taken while studying abroad
NG	No grade, Study Abroad or National Exchange course taken while studying abroad
NR	No grade, repeated
P	Progress, projects that carry over for more than one semester
Q	Inadequate progress, projects that carry over for more than one semester
U	Unsatisfactory audit
U*	Unsatisfactory audit due to academic dishonesty
V	Satisfactory audit
W	Late drop granted by the Dean of Students with extenuating circumstances. Beginning fall quarter, 1995, all drops after third week
WF	Withdrew failing, prior to fall 1957
WP	Withdrew passing, prior to fall 1957
TR	Transfer credit
TW	Transfer credit waived

Repeat Codes (R)

A	Repeat averaged, used prior to fall 1986, included in calculation of GPA
I	Course repeated, included in calculation of GPA
E	Repeated course, excluded from calculation of GPA
ET	Repeated course, excluded from cumulative totals
IT	Course repeated, included in cumulative totals

MTU

Michigan Technological University

1400 Townsend Drive
Houghton, MI 49931-1295

tudent No: M00-14-1747

Date Issued: 29-NOV-2004

Page: 1

Record of: Woo-Jay An Poynter
7200 Lillian Hwy Apt 804
Pensacola, FL 32506-4459

Issued To: Woojay Poynter
4916 California St #10
Omaha, NE 68132

Course Level: Undergraduate
High School: TAEGU AMERICAN SCHOOL 12-JUN-1992

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R

Qtr/Semester Transition Summary - Fall 2000:
Total Earned Credits 134.00

Qtr/Semester Transfer Summary - Fall 2000:
Total Earned Credits 9.00

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	134.00	134.00	461.96	3.44
TOTAL TRANSFER	9.00	0.00	0.00	0.00
OVERALL	143.00	134.00	461.96	3.44

********** END OF TRANSCRIPT **********

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Sharron R. Paris

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Michigan Technological University

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IT	Course repeated, included in cumulative totals

American Culinary Federation
since 1929

The American Culinary Federation Board of Directors
and the National Certification Committee
do hereby certify that

Thomas G Roberts
CEC, CCE

Has met the national certification and
skills standards established for

American Culinary Federation
since 1929

Thomas G Roberts
CEC, CCE

Has met the national certification and skills standards established for

CERTIFIED CULINARY EDUCATOR

For the period ending

12/20/2010

ACF National President

Chair, ACF National Certification Committee

Name DOVALE NILDA JEAN GARZELLONI Student Number 712044

Federal Law prohibits the release of Information from this document to a third party without the student's written consent.

MICHIGAN STATE UNIVERSITY

Office of the Registrar East Lansing, Michigan, 48824.

Official Record

Admitted	College	Major
L 75	BUSINESS	ACCOUNTING
WINTER 76	BUSINESS	HOTEL AND REST. MGT.

School MUSKEGON COMM COLL MUSKEGON MI

Date of Graduation

Academic Scholarship Action

Credits Required for Degree 180

BACHELOR OF Arts DEGREE GRANTED 9-2-77

ISSUED TO STUDENT

Teacher's Certificate Granted	Endorsements	Endorsements

Grade encircled indicates course has been repeated.

D - Indicates off campus course.
H - Indicates honors section.
R - Indicates a repeated course.

Dept. Code	Descriptive Title	Course No.	Term Credits	Grade	Points	Courses Repeated, Previous Grade Cr.	Gr.
	Muskegon Comm. Coll. Muskegon, MI		90				
	90 0 0 0.0						
082	FALL 1975 712044	2 20		05			
HST	ECON BUS HISTORY	242	3	2.5	7.5		
AFA	FINANCIAL MANGMNT	391	5	1.0	5.0		
STT	INTRO PROBABILITY	315	4	3.0	12.0		
ANP	INTRODUCTION ANP	171	4	3.0	12.0		
	106 16 16 36.5		16	16	36.5		
[illegible]	WINTER 1976 712044	2 21		43			
EC	INTRO TO ECONOMICS	201	4	2.0	8.0		
HRI	LODGING MGT 1	305	4	3.0	12.0		
CPS	INTRO COMPTR PROG	110	3	3.5	10.5		
HNF	FOOD PREPARATION	100	4	3.5	14.0		
	121 31 31 81.0		15	15	44.5		
976	SP 1976 07-12044	2 21		43			
HRI	FOOD PROD STANDARD	265	4	2.5	10.0		
HRI	LODGING MGT 2	306	4	2.5	10.0		
HRI	MANAGEMENT SYSTEMS	337	4	3.0	12.0		
STT	FUND OF STT INFER	316	4	2.0	8.0		
	137 47 47 121.0		16	16	40.0		
976	F 1976 07-12044	2 21		43			
FSC	MT POUL FSH PROD 1	242	3	4.0	12.0		
BIO	LAW AND SOCIETY	440	3	1.0	3.0		
HRI	FOOD PROD SCIENCE	245	4	3.0	12.0		
HRI	OPR ANLY HOSP IND	490	4	4.0	16.0		
	151 61 61 164.0		14	14	43.0		
976	W 1977 07-12044	2 21		43			
BOA	HOTEL LAW	447	4	3.5	14.0		
HRI	EQUPMT & UTLTS	235	4	2.5	10.0		
HRI	SRVC INDUST ACCTG	303	4	2.0	8.0		
COM	BUSINESS WRITING	326	4	3.0	12.0		
	167 77 77 208.0		16	16	44.0		
976	SP 1977 07-12044	2 21		43			
HRI	FOOD & BEVER MGT	405	4	2.5	10.0		
HRI	DESIGN & LAYOUT	472	4	2.5	10.0		
HRI	OPER RES SERV IND	473	4	3.5	14.0		
MGT	ORGANIZATION ADM	302	4	2.5	10.0		
	183 93 93 252.0		16	16	44.0		
	SUM 1977 07-12044	2 21		43			
	WORK ANLY & DES	350	4	2.5	10.0		
HRI	MKT HOSP TRAV SER	375	4	3.0	12.0		
HRI	FOOD PRODUCTN SYS	435	6	3.5	21.0		
HRI	INDEPENDENT STUDY	499	4	2.5	10.0		
	201 111 111 305.0		18	18	53.0		

Dept. Code	Descriptive Title	Course No.	Term Credits	Grade	Points	Courses Repeated Cr.	Gr.

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6-13-03

Linda O. Stanford

Linda O. Stanford
University Registrar

THE FACE OF THIS TRANSCRIPT IS PRINTED WITH BLACK INK ON PAPER WITH GREEN BACKGROUND

OFFICIAL ACADEMIC RECORD

PERS

Muskegon Community College
[redacted]UARTERLINE ROAD
[redacted]EGON, MICHIGAN 49442
NORTH CENTRAL ACCREDITED

for:

DOVALE, NILDA J

MCC No. 730044

Soc. Sec. No. 379 60 3023

Birthdate: 04/08/1955

Degree(s) granted:

ASSOCIATE IN ARTS

APRIL 1975

[redacted]AO AGREEMENT SATISFIED

Certified by:

Director of Admissions and Records

Date: 06/13/2003

GPA is based on A=4, B=3, C=2, D=1, E† = 0. + or - up or down 0.3 points.
"H" at end of course id. indicates an Honors course.

* Not counted in GPA:
P = Pass
NP = No Pass †
AU = Audit †
CS = Community Service †
NC = No credit (CE courses) †
AP = Advanced placement †‡
AC = Articulated credit †‡
TF = Transferred †‡
EX = Credit by examination †‡
WE = Credit for work experience †‡
LE = Credit for life experience †‡
[redacted] = Incomplete †
[redacted] = Withdrawal †
[redacted] = Withdrawal Passing †
WF = Withdrawal Failing †
WI = Withdrawal Illness †
WA = Withdrawal Agreement †
WM = Withdrawal Military †
WR = Withdrawal Repeat †
†Credit not counted in "earned."
‡Advanced credit shown at heading

Course Id.	Description	Sem Cr. Hours	Grade
	- FALL 1973 -		
ENG 101	ENGLISH COMPOSITION	3.0	A
ENG 101WLA	ENGLISH COMPOSITION	0.0	*
HIST101	WESTERN CIVILIZATION TO 1500	4.0	B
PSCI111	INTRO TO AMERICAN GOVERNMENT	4.0	B
SPAN101	BASIC SPANISH	4.0	A
<SEM. TOTS:	EARNED 15.0 HR. GPA=3.467 ON	15.0	HRS.
	- WINTER 1974 -		
BIOL111LAB	BIOLOGY LAB	0.0	*
BIOL111LEC	GENERAL BIOLOGY LECTURE	4.0	B
ENG 102	ENGLISH COMPOSITION	3.0	B
HPER125	BODY POSTURE-WEIGHT CONTROL	1.0	A
HPER127	JOGGING AND CONDITIONING	1.0	A
MATH050	INTERMEDIATE ALGEBRA	4.0	B
SPAN102	BASIC SPANISH (SECOND SEMES	4.0	A
<SEM. TOTS:	EARNED 17.0 HR. GPA=3.353 ON	17.0	HRS.
>CUM. TOTS:	EARNED 32.0 HR. GPA=3.406 ON	32.0	HRS.
	- FALL 1974 -		
ART 103	ART APPRECIATION	3.0	B
BUS 101	PRINCIPLES OF ACCOUNTING I	4.0	A
ECON101	PRINCIPLES OF ECONOMICS	4.0	B
ENG 204	INTRODUCTION TO FICTION	3.0	A
MATH111	ALGEBRA WITH COORDINATE GEOM	4.0	A
SPAN260	HOW TO READ A BOOK IN SPAN	3.0	W *
<SEM. TOTS:	EARNED 18.0 HR. GPA=3.611 ON	18.0	HRS.
>CUM. TOTS:	EARNED 50.0 HR. GPA=3.480 ON	50.0	HRS.
	- WINTER 1975 -		
BUS 102	PRINCIPLES OF ACCOUNTING II	4.0	B
MATH112	TRIG FUNCTIONS W/COORD GEOM	4.0	A
PHSC101LEC	INTRO PHYSICAL SCIENCE	4.0	A
PHSC300OLB	PHYSICAL SCIENCE OPEN LAB	0.0	*
TH 105	INTRODUCTION TO THEATER	3.0	A
<SEM. TOTS:	EARNED 15.0 HR. GPA=3.733 ON	15.0	HRS.
>CUM. TOTS:	EARNED 65.0 HR. GPA=3.538 ON	65.0	HRS.

ISSUED TO STUDENT

DEFINITION OF AN OFFICIAL TRANSCRIPT
An official transcript is one that has been received directly from the sending institution. It should bear the college seal, date and appropriate signature. Transcripts presented that do not meet these requirements, including those the student hand carries, should routinely be rejected from any official use.

Los Angeles
Community College District

Los Angeles Trade-Technical College
400 W. Washington Boulevard ◆ Los Angeles, CA 90015
☎ 213-744-9420 URL: www.lattc.cc.ca.us

THE COLLEGE NAME APPEARS IN WHITE PRINT ACROSS THE FACE OF THIS 8.5X11 INCH RECORD

STUDENT PERMANENT RECORD

ID: 379603023 NAME: GARZELLONI NILDA J

COURSE NO	DESCRIPTION	UNITS ATT	UNITS COMP	GRADE	CODE	GRADE POINTS	TR
	FALL 1979 (09/17/1979-02/02/1980)						
CHTG AP 706	CULN ART/APPRN VI	4.00	4.00	B		12.00	
SEMESTER	GPA=3.000	4.00	4.00			12.00	
CUMULATIVE (FROM FA'1979)	GPA=3.000	4.00	4.00			12.00	
	SPRING 1980 (02/04/1980-06/21/1980)						
CHTG AP 701	CULN ARTS APPRN 1	4.00	4.00	A		16.00	
SEMESTER	GPA=4.000	4.00	4.00			16.00	
CUMULATIVE (FROM FA'1979)	GPA=3.500	8.00	8.00			28.00	
	FALL 1980 (09/15/1980-01/31/1981)						
CHTG AP 702	CULN ARTS APRN II	(4.00)	0.00	W		0.00	
SEMESTER	GPA=0.000	0.00	0.00			0.00	
CUMULATIVE (FROM FA'1979)	GPA=3.500	8.00	8.00			28.00	

*** END OF PERMANENT RECORD AS OF 07/16/2003 ***

REJECT DOCUMENT IF SIGNATURE OR SEAL IS DISTORTED AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND

ABBIE L. PATTERSON
VICE PRESIDENT, STUDENT SERVICES

This officially sealed and signed transcript is printed on blue SCRIP-SAFE® security paper with the signature printed in white. A raised seal is not required. When photocopied a security statement containing the name of the institution will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

ADDRESS TO:

GARZELLONI NILDA J
88374 BARNEKOFF LN.
BRANDON OR 97411

To be valid, this POSTALBOXX™ field must display a colored background.

American Culinary Federation
since 1929

The American Culinary Federation Board of Directors
and the National Certification Committee
do hereby certify that

Nilda J Garzelloni DoVale
CCC

Has met the national certification and
skills standards established for

CERTIFIED CHEF DE CUISINE

For the period ending

09/30/2010

ACF National President

Chair, ACF National Certification Committee

EXAM FORM NO. 1935

CERTIFICATE NO. 5607437

ServSafe® Certification

TO: NILDA J GARZELLONI DOVALE

for successfully completing the standards set forth by the National Restaurant Association Educational Foundation for the ServSafe® Food Protection Manager Certification Examination, which is accredited by the American National Standards Institute (ANSI)–Conference for Food Protection (CFP).

Presented by the National Restaurant Association Educational Foundation

10/23/2007

DATE OF EXAMINATION

10/23/2012

DATE OF EXPIRATION

Local laws apply. Check with your local regulatory agency for recertification requirements.

ACCREDITED PROGRAM
American National Standards Institute and the Conference for Food Protection®

#0655

Mary M. Adolf
President and Chief Operating Officer
National Restaurant Association Educational Foundation

National Restaurant Association
EDUCATIONAL FOUNDATION

www.nraef.org

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OCCI STAFF MEETING MINUTES

03/04/08

Present: Jamie, Makayla, Nilda, Patty, Shawn, Tom Nichols, Tom Roberts

Welcome and Introductions: Shawn introduced and welcomed Patty Curfman as the substitute/assistant baking instructor

Roseburg competition: Shawn, Tom and Patty will be participating in a competition in Roseburg. Shawn will complete travel requests.

ACF Baking and Pastry Accreditation: ACF site visit originally schedules for spring 2008 has been postponed to the following year.

Serve-Safe: Another class will be offered on for any students or staff members who have not completed serve-safe. Shawn informed faculty that any student who did not pass the exam during the fall is required to attend.

OCCI Invitational: Tom Roberts will be the lead faculty with Jamie assisting for the 2008 Invitational. Jamie reported that there have not been any submittals as of today's date. Shawn requested a list outlining responsibility of duties.

Promotional Material: Jamie Peck has been working with chefs to develop recipe cards to mail out to students. Jamie will follow up with Anne Matthews on the appropriate format etc. for printing.

NRCAA: Tom Nicholls announced that we have received approximately 8600 names from the NRCAA to mail out OCCI packets. Tom discussed the demographic of the names and the criteria of how the names were selected. Key points included: focusing on the western United States and student who stated they wanted to attend a culinary school, had interest in baking and pastry, culinary arts and art.

SOCC Preview: SOCC will be holding the annual "Preview Weekend" on April 19. Tom requested to have a faculty member available for potential students and Jamie available for tours, etc. Nilda stated she will be available for this event.

On-Line Journaling: Jamie discussed the new on-line journaling that the OCCI and SOCC will be participating in. Information and applications are available in the student services office.

Financial Aid: Makayla requested to meet with students regarding scholarships and financial aid information. Makayla will meet with all OCCI students as a group on this Wednesday, at 8am.

OCCI STAFF MEETING MINUTES

4/03/08

Present: Jaime, Kayla, Linda, Nilda, Patti, Selena, Shawn, Tina, Tom

Catalog: Linda asked staff to look through and make recommendations. Remove PE 185. No instructor for HE250, Linda will contact Blake Bowers. Would like lab aide for academic classes.

Grades: Shawn requested Selena have access to grades.

Instructors: Sic applications to review for online instructors. Jamie Today, Tom next week. Meet next Monday at 2:00.

ACF Baking: Baking student concerned with getting accredited. Shawn offered to do a practical after end of year ceremony.

Books: Faculty should announce to turn in computer books.

Externships: Shawn requested externship updates from faculty.

Budget: equipment needed by faculty. Reported status of budget. Be cautious about purchases.

OCI: handed out status updates. Sign-in sheet for each team. Shawn and Anne are working on certificates. Need chaperones and alternates. 6 teams, Judges taken care of. Tom ordered trophies. Housing has been reserved. Elisa will be liaison.

Locker rooms: Split in two to make storage space.

Game dinner: Faculty to make a list of those that deserve to go.

Interviews: meeting on the 24th

Out of town: Nilda and Jamie gone next week.

OCCI STAFF MEETING MINUTES

5/6/08

Present: Jaime, Kayla, Linda, Nilda, Selena, Shawn, Tina, Tom

OCI: Went well this year, the bigger the better next year. Tina wants contestants in full uniform. Tom wants pick of invitational dates for next year.

Oyster Feed: Need student volunteers.

ACF: we need dates for competition.

Phones: Externs need their own phone so they stay out of faculty office.

Demonstration: Jamie has Coquille and Myrtle Point coming next Tuesday, would like a demo.

Tuition: Kayla would like Shawn to send her an email "paper trail" to forgive the charges on a student that was unable to pay for tuition.

Korea: An OCCI student wants to go to Korea; she wants to purchase a Rosetta Stone set to keep at the school library.

Work-Study: Kayla is looking for work-study for Casey Johnson. Everyone should start thinking about job descriptions and positions for work-study.

Recipes: Jamie needs 12 recipes for prospective student post-cards with pictures.

Printer: Rules need to be posted on the student printer. Selena will write them.

CAAP: Linda has CAAP tests and forms scheduled for June 2 in the morning. May 30 Tom Bennett will be here helping with the externship packets. We need to come up with a game plan for incomplete students.

Applications: Jamie has 99 students for next year.

Inventory: Monday or Tuesday Kim Draper will be coming to do inventory.

Seafood Festival: We won't be attending this year.

OCCI STAFF MEETING MINUTES

6/24/08

Present: Jaime, Kayla, Linda, Nilda, Selena, Shawn, Tina, Tom

Coming Events: Foundation Dinner 5th, 75 people; Graduation 13th. Faculty needs to attend.

Upward Bound: 25th tours and demo.

Uniforms: Shawn discussed uniform charges. Tom wants embroidered aprons to sell at community ed classes.

ACF Practical Exam: schedules for August 15. Baking and Pastry students are paid for, Culinary students will be charged.

Applications: 32 Baking and Pastry and 67 culinary have paid $250 deposit.

New Staff: Our new staff member, Kristen Kreskey, will be training in the Financial Aid office for June and July.

Community Ed: They need listings for community ed classes for the fall term.

On-line Journal: Jamie reported on responses to the on-line journal.

OCCI STAFF MEETING MINUTES

07/1/08

Present: Jaime, Kayla, Kristen, Linda, Nilda, Selena, Shawn, Tina, Tom N, Tom R

Art Class: Will be first week of August.

Cookin Up A Storm: July 21-25! Building and Housing are scheduled. Korean BBQ with students from Hyejeon College in South Korea. Jamie has numbers and sizes to order chef's coats.

ACF Nationals: 14-18. Shawn will be out of the office.

Externship Packets: We need to put together forms we need to create packets. These will be handed out during finals week.

Applications: Jaime has 103 Culinary, 67 Baking and Pastry. Possible third class for culinary, definite afternoon class for baking and pastry.

OCCI STAFF MEETING MINUTES

08/04/08

Present: Jaime, Kayla, Kristen, Linda, Nilda, Selena, Shawn, Tina, Tom N, Tom R

Coming Events: 15, Certification; 21 End of Year Ceremony; 29 Kriddlebaugh wedding; FINALS

Cooking Up A Storm: everyone felt the event was very successful. Discussed raising the fee for next year, Tom Nicholls suggested checking out other college culinary camps and seeing what they charge and what programs they have. Also, next year we should be more selective on students chosen to help.

Perfect Attendance: Knives will be given to 4 students. Tina wants serrated cake knives for Baking students. Shawn will order this week.

Uniforms: Nilda placed order this week for new coats for End Of Year.

Wedding: Tina has cupcakes; Linda will keep us posted on anything else.

Fall Community Ed Classes: Ideas to Shawn.

OCCI STAFF MEETING MINUTES

09/02/08

No meeting this month, faculty on vacation.

OCCI STAFF MEETING MINUTES

10/7/08

Present: Jamie, Kristen, Linda, Nilda, Selena, Shawn, Tina, Tom

Food: products ordered for classes, travel writers events and chef's table.

Travel Writers: 45 people, quick-turn plus 10 for front of house

Review program descriptions: Thanks Linda and Tina for taking care of this!

Speech Class: Will be at OCCI on dates Lakeview isn't available. Jamie has posted dates around the building.

Switching: Discussed students interested in moving from Culinary to B&P to even out numbers.

Tutors: Billie wants at least 2 for math class. Will need to determine how to pay and hire.

Books: Let Shawn know numbers for book order.

Hiring: Interview meeting was last week, went well. Waiting on paperwork.

Herb Garden: Discussed possibility, several students are interested. Planters could be place out back. Will have to fence out deer.

Clean-up: Students need to be in kitchens until class is over, not hanging out in offices.

Math: Students who did not test into math class are being signed up for skill-building at Newmark. Billie set a cap on classes at 25-30.

ESPS: Contacted us about students with IEP: Lee, Katzman, Allen. All are in Tina's class. Kristen found a note-taker and Tina is making other accommodations.

Externships: Do we know which students have turned in paperwork? Makayla should have spreadsheet from past years. Can we get forms on website?

Out of Office: Tom and Shawn in Spokane 19-21; Kristen and Jamie in Medford and Roseburg 22-23; Shawn in Bend and Redmond 23-24

OCCI STAFF MEETING MINUTES

11/04/08

Present: Jamie, Kristen, Nilda, Selena, Shawn, Tina, Tom

Junior Team Updates: Tryouts next week, State is 2/21/09. Sponsor letters go out this week, discussed more people to send it to.

Crab Comp: Coming in Feb.

Spring Schedules: Chefs need to review for corrections and return to Shawn

Work-Study: None of the students who have enquired about work-study are eligible to work yet. Waiting on official award letters from FA.

Externship Paperwork: Selena has a spreadsheet and has entered in what paperwork we have. We will begin contacting remaining externs this week.

Fundraiser: NW Fall, need to get info to Anne for flyer.

Petitions: All the dual majors need to get their petition paperwork in: Blaine, Cooke, Dilts, Grim. These students don't have to take intro to culinary in the winter, should they attend lecture?

Office Order: Selena is making a list of supplies we need. Jamie and Kristen are figuring out how to do an order through Office Max.

Ambassador applications: Jamie has 2. Would like to get more, encourage second year students to turn them in.

Turkeys: For churches and students in housing. Order is in.

ACF: Site visit in May 6-8. Tina is going through paperwork, will let everyone know what we still need.

Perkins grant: discussed possibilities for $$$

College 101: Upward Bound on 12/16. Tours and demo at 9:15, 10:15 and 11:15

Out of Office: Shawn gone 17-19. Kristen in Nevada 11-22.

OCCI STAFF MEETING MINUTES

12/2/08

Present: Jamie, Kristen, Nilda, Shawn, Tina, Tom

Cookin Up A Storm and Tan & Plan: OCCI and housing booked.

Dungeness Crab Comp: 2/28—we may change the date, the state prostart comp is in PDX that same day and we would like to attract some of them for at least observing the com. We will advertize tours, maybe a special on tuition for attendees (09 education at 08 price)

Tuition: We need to make a recommendation to administration for 09-10 academic tuition. We discussed raising tuition $500 every year vs. raising $3500 one year. Plus: discount for students who have already taken academic classes.

Beef: Shawn is picking up the side of beef in Bandon and needs 2 or 3 student volunteers.

Linda K. will attend the Shaw mediation on 12/17.

Community Ed: Next Monday, Irish cuisine. Need 10 students, sign-up sheets are out.

Patty Scott: Room set-up for campus Christmas pot-luck discussed. Will need bar and china.

Upward Bound Demo: Chef Roberts will do on 12/16, he has supplies, will need students to prep.

Team: We have donors; need to order uniforms, equipment.

Legislative Summit Reception: 1/27 will need 6 students.

Financial Aid: Kristen has list of students who have not been awarded yet. 25 unofficial, 10 incomplete.

Externships: Shawn wants list of students who do not have externship paperwork in with phone numbers. Paperwork is all available on the web site now, so they can print it off and mail it in.

OCI: One team so far. We will have to call schools – McKay, West Salem, South Salem, and Willamette.

Timesheets: Don't forget to turn in before holidays.

College Fairs: 2/26 Anchorage; 2/11 Tillamook (Shawn); 3/10 Seattle; April California (Nilda)

Out of Town: Shawn will be gone 18-19. Jamie and Kristen will stagger lunch so someone is here from 8-5.

OCCI STAFF MEETING MINUTES

1/6/09

Present: Elisa, Jamie, Kristen, Nilda, Shawn, Tina, Tom Nichols, Tom Roberts, Woojay

Events: Legislative summit 27, Asian Buffet 31, Iron Chef 2/7, Valentine Community Ed 2/9, Crab Comp 2/28, Sauce Brothers Dinners 2/24, 3/3, 3/11

Legislative Summit Reception: 27 from 9am to 28 1amTaking 6 students, chefs will give Shawn their lists.

Lunch for Diana Schab: Asian theme, 30 people, buffet-style here at OCCI.

Crab Comp: 12 have signed up so far.

Chinese New Year: We discussed what is needed and how the students helped last year. January 26.

Books: We need to make this process smoother. Jamie offered to take over the process and change it.

Immediate equipment needs: rolling pins, small and medium ss-bowls, kitchen aides. Will check to see if non-working ones were sent back.

KDS: Woojay and Shawn will augment LOI applications.

Hours for summer: Tom Nicholls reviewed the credits and how they are broken out (lab-lecture) and is concerned that with four day weeks and finishing in eight weeks we will be having long days. For next year. B&P: 8.25 hours – Culinary: 6.8 hours.

Accreditation site visit: Tina will let us know anything she needs this week.

Advisory Committee: We need to have meeting soon. Shawn asked for recommendations for new members: Alex from Porta and Sheba from Walt's.

Hanna Abraham/Shea: wants to have a person come into the classes and take videos and get some testimonials from students and instructors. This is to send our sister schools in Changzhou and Heyjon as we do not have the $ for an exchange right now.

Community Ed: We need three more classes for spring. Woojay will do sushi; maybe Karla can do a German baking. Shawn will talk to Uncle Richard about Jewish cuisine.

OCI: Four teams so far, we're not getting much response. Jamie will send out e-mails again requesting a response.

Attendance: Students who had not returned were discussed. Everyone has been contacted.

Scholarships: Kristen and Jamie are setting up sessions in the computer lab in Tioga to go over scholarship applications and the FAFSA. The chefs will encourage their students to attend.

OCCI STAFF MEETING MINUTES

2/3/09

Present: Elisa, Kristen, Nilda, Shawn, Tina, Tom, Woojay

Upcoming Events: Bay Area Iron Chef 7, Dinner for twelve 17, State Cook-Off 21, Crab Comp 28, Certification tests 27 (right now only two people scheduled: Dale and Nick)

Crab Comp: Right now we have 11 participants. 25 students would be great! Sign-up sheets will be posted this week.

Attendance: Shawn wants a list of students with more than 3 absences so he can chastise them. Attendance and make-up policy was discussed.

Writing Class: Students who did not pass must take writing test again. Elisa is going to set up a written test.

Tan & Plan: We need to make forms for signing up for this as people are calling with questions. Add Tina's contacts from NE. She will call Jamie about lists. Shawn wants letters out by 3/15

Cookin Up A Storm: Information went out again with rules and entry applications, next we will have John (work-study) start calling schools.

Community Ed: Two flats of stem berries are on the way.

Walk-In Refrigerators: This will happen sooner than we think. Measurements and placement were discussed.

Update: Southwestern/OCCI Dining Services/Externship Site—everyone will e-mail Shawn a statement

Supplies: Woks, wok rings and spades are on the way, Teflon pans.

Guest Chefs: Next week Chef Richard Fulchiron, CEC, AAC, CCA; Feb 27 Chef Richard Schneider, CMC, AAC; March 2 Chef Roland Henin, CMC, AAC.

Website: We need to e-mail Pat Davidson with any updates for the website. Discussed getting Woojay on as a webmaster so we can make our own updates.

Stolen laptop: Laptop stolen out of campus office had some of our students information on it (names, SSN) Security issue, students who get warning when they log onto web advisor will need to go to First Stop or Counseling Center with picture ID.

Scholarships: Deadlines for Foundation Scholarship is coming fast. Cap Sharples provided a list of OSAC scholarships that will apply to culinary students. Have any students with questions see Kristen.

Lobby: It seems that lobby break room has been eliminated; Shawn is still waiting for task list and time line, if we don't get it in another week we will make our own.

Out of Town: Shawn in Tillamook 10-11. Elisa in Washington 9-10. Kristen out 18.

OCCI STAFF MEETING MINUTES

3/4/09

Present: Elisa, Kristen, Nilda, Shawn, Tina, Tom, Woojay

Spring Registration: Kristen will be doing block registration for the spring term this week. Tom and Nilda let her know the rosters. Elisa is still working on getting the students tested into the writing class.

B&P advisory meeting: set for 3/9 2:00 pm

Community Ed 3/9: English, Shawn needs six students to help. Sign-up sheet will be available.

Dinner for The Mill on 3/12: Two volunteers are needed. Chefs will ask in class tomorrow.

Dinner for Day Ship on 3/17: Thanks in advance, Nilda. Shawn will get menu this week.

Invitational: Letters have been mailed to the list of schools. 3 teams so far. We can use this same list for Tan&Plan mailings and Cookin Up A Storm

Math: Shawn needs to see all the students who are failing tomorrow. Will get list from Billie

James Snellbaker: Matt Brumit called and would like to discuss getting James enrolled this fall. James past performance was discussed, we will bring this to Matt's attention.

Out of town: Shawn @ NY 16-19, NW Food show 30. Chefs out spring break week. Elisa out 23. Kristen out 27.

AMERICAN CULINARY FEDERATION FOUNDATION, INC.
ACCREDITING COMMISSION
Faculty Professional Development Report

Submit this report signed and dated for each individual teaching in the program.

Name of School: ***Oregon Coast Culinary Institute of Southwestern Oregon Community College***

Instructors Name: ***Shawn Hanlin, CEC ACE***

Job Title: ***Executive Director of the Oregon Coast Culinary Institute***

Date of initial employment: ***Jan. 22, 2007*** Years in this position: ***1*** Full Time: ***X*** Part Time:

Current professional Certification(s) held: ***CEC and ACE***

Subject (s) currently teaching:
Guest lecturer in Culinary Arts and Baking and Pastry Arts as needed
Community culinary education courses
Business Development Training courses
Substitutes for instructional chefs as needed
Certification practical test examiner and administrator

Allocation of Time: ***varies***
Administrative: ***varies*** Instruction- Classroom: ***varies***
Instruction- Lab or Shop: ***varies***
Supervision of Externships/Internships: ***varies*** *Student Advising:* ***varies***

Educational Background:
Name of Post Secondary Institution(s) with Dates Attended describing ***completed*** *Degree or Diploma and Major:*

Name of Institute	*Dates Attended*	*Completed Degree/Diploma*
Southwestern Oregon Communinty College	*2007 - present*	*Pursuing Associate ofApplied Science Degree*
The Greenbrier Culinary Apprenticeship Program	*1987 - 1989*	*Apprenticeship*
Santa Barbara City College	*1985 - 1987*	*Hotel, Restaurant, Culinary Program Associate of Science Degree*

Prior Work Experience related to subjects taught (Starting with most recent. Use separate sheet if necessary):

Date of Employment	*Company*	*Position*
January 2007 - Present	*Oregon Coast Culinary Institute of Southwestern Oregon Community College*	*Executive Director OCCI*
2/2003 - 1/2007	*Pacific Retirement Services (PRS)*	*Corporate Chef (in addition to position at Holladay Park Plaza)*
11/1996 - 1/2007	*Holladay Park Plaza*	*Executive Chef/Director of*

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		Dining Services
9/1995 - 6/1996	*McCormick & Schmick Management Group*	*Sous Chef*
1993 - 1995	*Black Bass Grille*	*Executive Chef*
1991 - 1993	*Gardner Merchant Food Services*	*Executive Chef*
1990 - 1991	*ARA Services, Inc.* *The Bear Mountain Inn* *The McKinley Chalet Resort*	*Executive Sous Chef* *Chef de Cuisines*
1990	*Red Lion Hotels*	*Rounds Chef*
1987 - 1989	*CSX Resorts, The Greenbrier*	*Culinary Apprentice / Rounds Chef*

Instructional skills updating for the past year. Include Date: Hours: Topic of Event:
Educational conferences/seminars:

Topic of Event	*Date*	*Hours*
ACE Training	*2009*	*20*

Institutional in service workshops:

Topic of Event	*Date*	*Hours*
FERPA Training *Cohort Projects* *Office 2007 Overview* *Service Learning* *Advising Training/Update* *OSHA Safety Training*	*September 2008*	*8.75*
College Values' Discussion	*January 2008*	*2*

Visits to other institution's programs:

ACE Training Seminar at CIA in Hyde Park, NY
Western Culinary Institute - many visits for certifications and Train the Trainer workshops, judging, etc.
Various high schools throughout Oregon - guest speaker in culinary programs, recruiting and program development with instructor and or program coordinators
Greystone CIA - mastery wine
CIS - CMA Workshop

Technical skills updating for the past year: Include Date: Hours: Topic of Event:
Visits to Industry or business:

Topic of Event	*Dates*	*Hours*
Preparing to take Certified Master Chef Exam	*Continous*	*Numerous*
Active member in	Continuous	

professional organization - ACF		
Visit to business or industry	Monthly	Numerous

Participation in technical conferences/workshops:

Topic of Event	*Dates*	*Hours*
Northwest Regional Category F1 Mystery Basket - Awarded Silver Medal	*2008*	
Northwest Regional Category F1 Mystery Basket - Awarded Silver Medal	*2007*	
Mastering Wine	*2006*	*40*
Certified Master Chef	*2005*	*40*
Nutrional Cuisine	*1993*	*40*
ACF Super Challenge	*2006*	
Western Regional ACF Chef of the Year	*2006*	
Appointed Western Regional ACF Certification Coordinator	*2005*	
Received the ACF Presidential Medallion	*2005*	
ACF Super Challenge, Awarded ACF Silver Medal	*2005*	
ACF Super Challenge, Awarded ACF Silver Medal	*2004*	
ACF Certified Judge	*2003*	
World Culinary Olympics held in Erfurt, Germany - As Sous Chef for the ACF National USA Culinary Team 2000	*2000*	
Florida Chefs Association Jennie O Signature Dish Competition - Awarded ACF Silver Medal	*2000*	
Oregon Chefs de Cuisine Association' s Cold Food Competition - Category B- Awarded ACF Gold Medal and "Best in Show"	*1999*	
Northwest Regional Soup and	*1999*	

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Sauce Competition - Awarded ACF Silver Medal		
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	*1997*	
American Culinary Federation certifcation: Certificed Executive Chef	*1995*	
Northeast Regional Mystery Basket Competition - Awarded ACF Gold Medal	*1995*	
Societe Culinaire Philantropique - Awarded Best in Show for Cold Food Display (Swiss Gold Medal)	*1994*	
Northeast Regional Mystery Basket Competition - Awarded ACF Bronze Medal	*1994*	
New York Culinary Olympic Team Member - World Culinary Olympics held in Frankfurt, Germany - Awarded 2 Gold Medals and 1 Silver Cloverleaf	*1992*	
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	*1991*	

Outside related employment:

Date of Employment	*Company*	*Position*

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I certify that the above statements are true, to the best of my knowledge.

Signature of Instructor: [signature] *Date:* 4/15/09

I have verified the above information and believe the statements to be true.

[signature] 4.15.09
Signature of School Official and Title: *Date:*

AMERICAN CULINARY FEDERATION FOUNDATION, INC.
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Faculty Professional Development Report

Submit this report signed and dated for each individual teaching in the program.

Name of School: Oregon Coast Culinary Institute of Southwestern Oregon Community College

Instructors Name: *Tina Powers* Job Title: *Baking and Pastry Instructor*

Date of initial employment:*03/08* Years in this position:*One* Full Time:*Yes* Part Time:*No*

Current professional Certification(s) held: Certified Master Baker (RBA), Certified ServSafe Instructor, and Registered ServSafe Examination Proctor

Subject (s) currently teaching: Baking and Pastry Arts

Allocation of Time: Hours
Administrative :six Instruction- Classroom: *six Instruction- Lab or Shop: twenty*
Supervision of Externships/Internships: two Student Advising: six

Educational Background:
Name of Post Secondary Institution(s) with Dates Attended describing ***completed*** *Degree or Diploma and Major: Associate of Applied Science Culinary Arts*

Name of Institute	*Dates Attended*	*Completed Degree/Diploma*
Metropolitan Community College	*08/2000 - 05/2002*	*AAS. Culinary Arts*
Diablo Valley College	*09/1981 - 06/1983*	*Chef Certificate*

Prior Work Experience related to subjects taught (Starting with most recent. Use separate sheet if necessary):

Company, City, State	From Mo/Yr	To Mo/Yr	Job Title and Duties
Western Culinary Institute	05/06	03/08	Culinary Arts full time instructor responsible for development and implementation of Culinary Diplome Program at Western Culinary Institute.
Bread, Soup, ETC, Portland, OR	05/97	Current	Owner,Chef, Restaurant and Bakery Consulting specializing in Deli/Bakery and In-store meal replacement concepts.
Prentice Hall Publishing Omaha, NE	01/06	06/08	Contracted to write "ACF Cold Kitchen" Text book, scheduled to complete, Fall, 07, Published Spring 08
Metropolitan Community College, Omaha, NE	05/97	05/06	Culinary and Bakery Arts full time instructor/ Department Representative responsible for curriculum development, teaching and student advising
Emily Griffith Opportunity School Denver, CO	01/93	05/97	Bakery Deli Production and Management Program Dept. Head, Instructor responsible for training culinary and baking skills to class
J. Williams	1/92	12/92	Executive Chef - managed kitchen, catering,

Evergreen, CO			restaurant personnel. cooking and baking, as well as in charge of hiring, menu development, purchasing, budgeting, and training
Westwood Country Club Houston, TX	1/91	9/91	Executive Chef - managed kitchen, restaurant personnel, catering, and kosher food production. Responsibility for troubleshooting and revamping all food service outlets to include: The Grill, Westwood Room, Banquets, Half-Way House and the Summer Camp. Cooked as well as in charge of hiring, menu development, purchasing, budgeting, and training
Wyndham Warwick Hotel Houston, TX	5/90	12/90	Executive Sous Chef – Responsible for supervision of the kitchens, all banquets and the Hunt Room; as well as dining operations, banquets and the Stewarding and Purchasing Departments.
Claremont Resort & Spa Oakland, CA	12/88	5/90	Executive Sous Chef – Supervision and production of the banquet kitchen, Pavilion Dining Room, Presto, and Bayview Cafes as well as menu planning, ordering payroll, staff training, cost control and quality assurance.
Danville Hotel Danville, CA	2/86	12/88	Executive Chef - managed kitchen, restaurant personnel, catering. Cooked as well as in charge of hiring, menu development, purchasing, budgeting, and training
Diablo Valley College Pleasant Hill, CA	1/85	6/90	Adjunct Chef Instructor – taught Garde Manger, Gourmet Cuisine, California Cuisine, Sanitation and Safety and Advanced food Preparation.
Union Hotel and Restaurant Benicia, CA	9/84	6/85	Executive Chef/Bakery Manager - menu planning, recipe development, training, cost control, layout and development of new bakery.
Cinema Chef International Lynwood, CA	7/84	9/84	Assistant Chef/Menu Consultant – development of location catering service for motion picture studios
Rocking Horse Restaurant Lafayette, CA	3/83	7/84	Executive Chef - managed kitchen, restaurant personnel, catering. Cooked as well as in charge of hiring, menu development, purchasing, budgeting, and training
Dinner is Served Pleasant Hill, CA	7/78	2/84	Chef/Owner – responsible for all catering operations to include menu development, customer service, accounting, marketing, cooking

Instructional skills updating for the past year. Include Date: Hours: Topic of Event: Educational conferences/seminars:

Topic of Event	*Date*	*Hours*
Instructor Shadowing	*02/2007 -02/2007*	*80hrs.*
Cheese Seminar	*May, 2007*	*5 hr*
Chocolate lecture by visiting LCB Chef	*June, 2007*	*20 hrs.*
Certified Culinary Educator	*June, 2009*	

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ACF in renewal process		
Certified Executive Pastry Chef, ACF Practical Ttest complete, in progress new certification	*June, 2009*	
Certified Executive Chef ACF in renewal process	*June 2009*	
Certified ServSafe Instructor and Registered ServSafe Examination Proctor	*December 9, 2008*	

Institutional in service workshops:

Topic of Event	*Date*	*Hours*
SOCC Fall In-service	*September, 2008*	*8 hr*
SOCC Winter In-Service	*January, 2009*	*8 hr*

Visits to other institution's programs:

Lane Community College, Feb. 2009 ACF State Jr. Competition Coach
Skills USA, June 27-30, 2008, National Judge for high school and college level Commercial Baking Competition, Kansas City, MO
Institute For the Culinary Arts, Metropolitan Community College, Sept. and December 2008
Salt lake City Community College, April 2008 Western Regional
Spokane Community College November 12 13th, 2007
Skills USA, June 26-28, 2007, National Judge for high school and college level Commercial Baking Competition, Kansas City, MO
ACF Competition, October 20-22, 2007, Spokane, WA
Photo shoot for Cold Kitchen Book, ACF/Prentice Hall, June 22-26, 2007, NW Campus of WCI

Technical skills updating for the past year: Include Date: Hours: Topic of Event:
Visits to Industry or business:

Topic of Event	*Dates*	*Hours*
1st Annual Crab Competition, Category F Special Hot food. ACF Sanctioned. Administrator of Competition.	February 2009	*8 hr.*
\ ACF Junior Competition Coaching	September 2008 – February 2009	*250 hr.*
1st Annual Albacore Category K, Special Hot food cook off. ACF	July 2008	*8 hr.*

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sanctioned. Administrator of Competition		
Participated in Practical CEPC exam. Passed	August 15th, 2008	*120 hr*
Skills USA National Judge for high school and college level Commercial Baking Competition, Kansas City, MO.	June 27 through 30th, 2008	*30 hr*
Team Coach for Junior ACF State team,	December 2007 to June 2008	*250 hr.*

Participation in technical conferences/workshops:

Topic of Event	*Dates*	*Hours*
ACF Regional Conference, Salt Lake City,	April 19 to 21, 2008	*30 hr.*
Certified Master Baking Test Proctoring at Correctional Facility of Washington,	December 27, 28 and 29, 2007	*24 hr.*
Le Cordon Bleu Co-Teach, Ottawa, Canada,	December 3 to 7, 2007	*40 hr.*

Outside related employment:

Date of Employment	*Company*	*Position*
01/06-06/08	Prentice Hall Publishing	*Culinary Writing*

I certify that the above statements are true, to the best of my knowledge.

Signature of Instructor: Tina M. Powers *Date:* 3-31-09

I have verified the above information and believe the statements to be true.

Signature of School Official and Title: [signature] *Date:* 3/31/09

AMERICAN CULINARY FEDERATION FOUNDATION, INC.
ACCREDITING COMMISSION
Faculty Professional Development Report

Submit this report signed and dated for each individual teaching in the program.

Name of School: ***Oregon Coast Culinary Institute of Southwestern Oregon Community College***

Instructors Name: ***Woojay Poynter*** Job Title: ***Visiting***

Date of initial employment: ***11/2008*** Years in this position: ***1/2*** Full Time: ***Yes*** Part Time:

Current professional Certification(s) held: ***Certified Culinarian***

Subject (s) currently teaching: ***Baking and Pastry Program***

Allocation of Time: Hours
Administrative: ***six*** Instruction- Classroom: ***six*** *Instruction- Lab or Shop:* ***twenty***
Supervision of Externships/Internships: ***two*** *Student Advising:* ***six***

Educational Background:
Name of Post Secondary Institution(s) with Dates Attended describing ***completed*** *Degree or Diploma and Major:*

Name of Institute	Dates Attended	Completed Degree/Diploma
Metropolitan Community College, Omaha	9/2002 - 1/2005	AAS. Culinary Arts
University of Oklahoma	9/1999 - 12/2002	M.A. Economics
Michigan Technological University	9/1992 - 5/1996	B.S. Computer Science

Prior Work Experience related to subjects taught (Starting with most recent. Use separate sheet if necessary):

Date of Employment	Company	Position
11/2006 - 11/2008	Western Culinary Institute	Chef Instructor Lead
5/2006 - 10/2006	Alinea Restaurant	Cook
12/2005 - 3/2006	Lone Mountain Ranch	Sous Chef
3/2005 - 5/2005	Metropolitan Community College	Chef Instructor

Instructional skills updating for the past year. Include Date: Hours: Topic of Event: Educational conferences/seminars:

Topic of Event	Date	Hours
Research Chefs Association Convention	3/2008	8
ServSafe Renewal/Instrcutor Certification	3/2008	16
Food Chemistry, KSU	8/2008 - 12/2008	30

Institutional in service workshops:

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Topic of Event	Date	Hours
Quarterly Training, WCI	8/2008	8
Quarterly Training, WCI	4/2008	8
Quaterly Training, WCI	2/2008	8

Visits to other institution's programs:

Spokane Community College (11/2008)
Oregon Coast Community College (2/2008)
Lane Community College (2/2009)

Technical skills updating for the past year: Include Date: Hours: Topic of Event:
Visits to Industry or business:

Topic of Event	Dates	Hours
Oregon Tuna Competition	8/2008	20
Oregon Dungeness Crab Competition	2/2009	20
ServSafe Renewal	8/2008	8

Participation in technical conferences/workshops:

Topic of Event	Dates	Hours
Oregon Museum of Science & Industry Gala	11/2007 - 1/2008	60
Research Chef's Association Convention	3/2008	8

Outside related employment:

Date of Employment	Company	Position
8/2008 - 11/2008	Lovejoy Food	Consulting Chef

I certify that the above statements are true, to the best of my knowledge.

Signature of Instructor:  Date: 3/31/09

I have verified the above information and believe the statements to be true.

Signature of School Official and Title:  Date: 3/31/09

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: *Thomas Roberts*

Job Title: *Chef Instructor*

Full-time: X Part-time:

Subjects Taught: *Culinary Arts*

Intro to Professional Cooking
Basic Food Prep
Intro to Food and Beverage Industry
Sanitation and Safety for Managers
Intro to Pastry and Baking
Menu Planning and Design
Regional Cuisine
International Cuisine
Culinary Calculations
Inventory Control and Purchasing
A La Carte Cooking
Culinary Nutrition
Intro to Vineyards and Beverages
Restaurant Layout and Interior Design
Garde Manger
Culinary Arts Career Planning

I. INSTRUCTIONAL SKILLS	DATE & HOURS &	SPECIFY THE TOPIC or EVENT
A. School/department in-service workshop	*Sep 19-23*	*SOCC In-service*
B. Education conferences/seminars		
C. Formal college course work	*1985*	*A.O.S., CIA*
D. Visits to other institution's programs *Art Institute*	*Dec 4, June 4*	*Renton Tech, Seattle*
E. Faculty retreats for planning and assessment		
F. Active membership in educational organizations	*Oregon Educators Association*	

ATTACHMENT B
ACF Accrediting Commission

FACULTY PROFESSIONAL DEVELOPMENT

G. Teaching exchange program

H. Other (specify)

II. TECHNICAL SKILLS

A. Active membership in professional organizations *American Culinary Federation, Oregon Educators Association*

B. Visits to business or industry *F.S.A. Food Show, Giradet Winery*

C. Participation in technical conferences/workshops

D. Culinary competitions *Washington State Spring Culinary Salon – June 4* *Coached the OCCI junior team*

E. Outside related employment

F. Other (specify)

DOCUMENT F
ACPF Accrediting Commission

FACULTY DATA SHEET

(Invalid without signatures. Please type)

Name of School: *Oregon Coast Culinary Institute, Southwestern Oregon Community College*

Name of Faculty Member: *Thomas Roberts*

Date of Employment: *September, 2002* Full-time: *X* Part-time:

Job Title: *Chef Instructor*

Teaching hours/week: *25* Office Hours: *5*

Professional Certification(s) held: *CEC, CCE*

Courses taught: *Culinary Arts*

Education

Name of Institution with *Dates Attended* describing *Degree or Diploma* and *Major:*

Culinary Institute of America

March 22nd 1985

AOS

Experience: (Starting with most recent; use separate sheet if necessary)

Name of Company and *Job Title* including *Dates of employment:*

Café 2000, Chef de Cuisine, August, 2001 – August, 2002
Mill Casino, Executive Sous Chef, September, 2000 – July, 2001
Café 2000, Chef de Cuisine, April, 2000 – August, 2000
Lord Bennetts, Chef de Cuisine, October, 1999 – April, 2000
International Café, Owner/Operator, October, 1996 – October, 1999
Lord Bennetts, Chef de Cuisine, October 1995 – October, 1996
Oswego Lake Country Club, Executive Chef, May, 1989 – July, 1995
Salishan Lodge, Sous Chef, April, 1985 – May, 1989
Timberline Lodge, Line Cook, April, 1982 – June, 1983
Harrahs Hotel & Casino Lake Tahoe, Prep Cook, January, 1982 – March, 1982
Le'Ecole Restaurant, Line Cook, December, 1980 – December, 1981

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

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 3-24-07 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

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*

I. INSTRUCTIONAL SKILLS	DATE & HOURS & SPECIFY THE TOPIC or EVENT
A. School/department in-service workshop	*Sept. 2005,2006 40 hrs., SOCC inservice*
B. Education conferences/seminars *Educators Conference*	*April 2005, 8 hours, ACF Central Regional*
C. Formal college course work	*BA Hospitality MSU, graduated Sept. 1977*
D. Visits to other institution's programs *Hot Food Competition*	*Jan. 2004, 2005, Lane Community College-ACF*
E. Faculty retreats for planning and assessment	
F. Active membership in educational organizations	*Oregon Educators Association*
G. Teaching exchange program	
H. Other (specify)	*writing curriculum, working toward CCE certification*

I.

II. TECHNICAL SKILLS

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

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

Restaurant News

Gourmet Magazine

Saveur

Bon Appetit Magazine

The National Culinary Review

Smithsonian

Utne Reader

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 Nilda Garzelloni DeVale

Signature of Faculty Member

I HAVE VERIFIED THE ABOVE INFORMATION AND BELIEVE THE STATEMENTS TO BE TRUE.

DATE 3/24/07 Shawn L. Hall CEC

Signature of School Official and Title

AREA: OCCI
CAMPUS: SOCC
ROOM: BAKING LAB

QUARTER: SPRING
YEAR: 2009
DAY SCHEDULE

INSTRUCTORS: Tina Powers/Woojay Poynte
HOME PHONE: 971-998-5450
OFFICE PHONE:
OFFICE FAX:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily phone #:							
6:00 – 7:00 AM							
7:00 - 8:00 AM	Office	Office	Office	Office	Office		
8:00 - 9:00 AM	CRT 2018 Career Planning	CRT 2017 Supervision	CRT 2017 Supervision	CRT 2044 TEA SERVICE BEVERAGE Lecture and Lab	CRT 2044 TEA SERVICE BEVERAGE Lab		
9:00 - 10:00 AM	CRT 2030 Bakery Design	CRT 2026 Dessert Menu Lab CRT 2042 Wedding Cakes	CRT 2024 Frozen Desserts Lab				
10:00 - 11:00 AM	CRT 2007 Cost Control						
11:00 - 12:00 PM	CRT 2026 Dessert Menu Lecture						
12:00 - 1:00 PM	CRT 2024 Frozen Desserts Lecture						
1:00 - 2:00 PM	Office	Office	Office	Office	Office		
2:00- 3:00 PM							
3:00- 4:00 PM							
4:00 - 5:00 PM							
5:00 - 6:00 PM							
6:00 - 7:00 PM							
7:00 - 8:00 PM							
8:00 - 9:00 PM							
9:00 - 10:00 PM							
10:00 - 11:00 PM							
DAILY HRS:							
Class:	6 ½ hrs.	5 hrs.	6 ½ hrs.	5 hrs.	6 ½ hrs.		
Office:	1 ½ hrs.	3 hrs.	1 ½ hrs.	3 hrs.	1 ½ hrs.		
Other:							
Total:	8 hrs.	8 hrs	8 hrs	8 hrs	8 hrs.		

AREA: OCCI
CAMPUS:
ROOM: BAKING LAB

QUARTER: SPRING INSTRUCTORS: Tina Powers/Woojay Poynter
SOCCYEAR: 2009 HOME PHONE: 971-998-5450
EVENING SECTION OFFICE PHONE:542-888-1539
OFFICE FAX:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily phone #:							
6:00 – 7:00 AM							
7:00 - 8:00 AM							
8:00 - 9:00 AM							
9:00 - 10:00 AM							
10:00 - 11:00 AM							
11:00 - 12:00 PM							
12:00 - 1:00 PM							
1:00 - 2:00 PM							
2:00- 3:00 PM	Office	Office	Office	Office	Office		
3:00- 4:00 PM	CRT 2018 Career Planning	CRT 2017 Supervision	CRT 2017 Supervision	CRT 2044 TEA SERVICE BEVERAGE Lecture and Lab	CRT 2044 TEA SERVICE BEVERAGE Lab		
4:00 - 5:00 PM	CRT 2030 Bakery Design	CRT 2026 Dessert Menu Lab	CRT 2024 Frozen Desserts Lab				
5:00 - 6:00 PM	CRT 2007 Cost Control						
6:00 - 7:00 PM	CRT 2026 Dessert Menu Lecture	CRT 2042 Wedding Cakes					
7:00 - 8:00 PM	CRT 2024 Frozen Desserts Lecture						
8:00 - 9:00 PM	Office	Office	Office	Office	Office		
9:00 - 10:00 PM							
10:00 - 11:00 PM							
DAILY HRS:							
Class:	6 ½ hrs.	5 hrs.	6 ½ hrs.	5 hrs.	6 ½ hrs.		
Office:	1 ½ hrs.	3 hrs.	1 ½ hrs.	3 hrs.	1 ½ hrs.		
Other:							
Total:	8 hrs.	8 hrs	8 hrs	8 hrs	8 hrs.		



Baking and Pastry Program

Required Knowledge and Competencies

For the

ACFF ACCREDITING COMMISSION

2006

REQUIRED KNOWLEDGE AND COMPTENCIES

Baking and Pastry Programs

KNOWLEDGE AREA: Basic Baking
Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):

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:	Course Number	Contact Lecture	Hours Lab
1. Define baking terms.	CRT 2031	2	2
2. Identify equipment and utensils used in baking and discuss proper use and care.	CRT 2031	1	2
3. Demonstrate proper selection of equipment and utensils for specific application.	CRT 2031	1	2
4. Identify ingredients used in baking.	CRT 2031	.5	2
5. Demonstrate proper scaling and measurement techniques.	CRT 2031	.5	1
6. Apply basic math skill to recipe conversions.	CRT 2032 MTH 81	2 2	4
7. Describe properties and list function of various ingredients.	CRT 2031	2	1

8. Define and Describe the steps in the production of yeast-leavened breads.	CRT 2031	1	2
9. Prepare a variety of yeast-leavened breads.	CRT 2031		30
10. Evaluate the quality of yeast-leavened breads.	CRT 2031		2
11. Define and describe quick-breads and the mixing methods utilized to produce them.	CRT 2031	1	2
12. Prepare and Evaluate the quality of a variety of quick-breads.	CRT 2031		20
13. Define and describe the various types of pies and tarts and the mixing methods utilized to produce them.	CRT 2032	2	2
14. Prepare a variety of pies and tarts.	CRT 2031 CRT 2026	5	20
15. Evaluate the quality of prepared pies and tarts.	CRT 2032	1	2
16. Define and describe the variety of cookie types and the mixing methods utilized to produce them.	CRT 2031	1	2
17. Produce a variety of types of cookies.	CRT 2031		20
18. Evaluate the quality of prepared cookies.	CRT 2044		2
19. Define and describe the variety of cake types and the mixing methods utilized to produce them.	CRT 2031 CRT 2032	1 1	2 4
20. Prepare a variety of cakes.	CRT 2032 CRT 2033		55 30
21. Evaluate the quality of prepared cakes.	CRT 2042		2

22. Demonstrate basic icing and decorating techniques.	CRT 2023	1	2
23. Evaluate the quality of iced and decorated cakes.	CRT 2033		2
	CRT 2026	6	
24. Define and describe the variety of laminated dough's.	CRT 2032	2	1
25. Explain the process of lamination as it applies to dough's.	CRT 2032	2	1
26. Prepare a variety of laminated dough products.	CRT 2032		45
	CRT ~~2044~~ 2045		10
27. Evaluate the quality of prepared laminated dough products.	CRT 2032	2	2
28. Define and describe pate choux, its uses, method of preparation, baking and finishing.	CRT 2032	2	1
	CRT 2033	1	3
29. Prepare a variety of pate choux products.	CRT 2032		20
30. Evaluate the quality of prepared pate choux products.	CRT 2033		2
31. Define and describe meringues, its various types, uses, and methods of preparation.	CRT ~~2044~~ 2045	1	2
32. Prepare a variety of meringues.	CRT 2032		10
	CRT 2026	6	
33. Evaluate the quality of prepared meringues.	CRT 2032	1	1
34. Define and describe creams, custards, puddings and related sauces.	CRT 2032	2	2

	CRT 2023	1	2
35. Describe the various types of uses of and preparation methods of various creams, custards, puddings and related sauces.	CRT 2023	1	2
36. Prepare a variety of creams, custards, puddings and related sauces.	CRT ~~2023~~ 2024 CRT 2026	 5	10
37. Evaluate the quality of prepared creams, custards, puddings and related sauces.	CRT ~~2023~~ 2024 CRT 2026	 1	2
38. Define and describe the various types, uses, and methods of preparation of dessert sauces.	CRT 2023	1	2
39. Prepare a variety of dessert sauces.	CRT 2023 CRT 2026	 6	10
40. Evaluate the quality of prepared dessert sauces.	CRT 2023 CRT 2026	 2	2
41. Discuss the application of mixes and other value added products.	CRT 2044	2	2
42. Define and describe a variety of fillings and toppings for pastries and baked goods.	CRT 2044	1	2
43. Discuss methods of preparation and finishing techniques for various fillings and toppings.	CRT 2033 CRT 2044	1 1	1 1
44. Prepare a variety of fillings and toppings for pastries and baked goods.	CRT 2044		10
45. Demonstrate the presentations of baked goods and desserts.	CRT 2032 CRT 2044		5 5

46. Evaluate the quality of presentations of baked goods and desserts.	CRT 2044		2
47. Discuss nutritional concerns as they apply to baking.	CRT 2016	2	

KNOWLEDGE AREA: Advanced Baking, Pastry and Confections
Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2032 Baking and Pastry Fundamentals II; CRT 2033 Baking and Pastry Cakes; CRT 2035 Chocolate dn Confections; CRT 2034 Sugar, Marzipan and Pastillage; CRT 2036 Baking and Pastry Centerpieces
CRT 2042 Wedding Cakes; CRT 2024: CRT 2044 Afternoon Tea and Celebrations
CRT 2026 Dessert Menu Development

PURPOSE: To develop skills in more advanced decorating techniques and more complex preparations of pastry, confections and dessert products.

COMPETENCIES: Students will be able to:	**Course Number**	**Contact Lecture**	**Hours Lab**
1. Define and describe the various types of chocolate.	CRT 2032	1	
2. Temper chocolate.	CRT ~~2035~~ 2028 Replaced 2034 CRT 2032		10 15
3. Prepare chocolate confections and chocolate display pieces.	CRT ~~2035~~		35
4. Evaluate the quality of chocolate, chocolate confections, and chocolate display pieces.	CRT ~~2035~~		6
5. Develop advanced decorating and finishing techniques for cakes.	CRT 2033 CRT 2042		4
6. Evaluate the quality of decorated cakes.	CRT 2033 CRT 2042		1
7. Define and describe ice creams, sorbet, and other frozen desserts.	CRT 2024		2

8. Discuss the methods of preparation of ice creams, sorbets, and other frozen desserts.	CRT 2024		2
9. Prepare a variety of ice creams, sorbets, and other frozen desserts.	CRT 2024 CRT 2026	2	4
10. Evaluate the quality of prepared ice creams, sorbets, and other frozen desserts.	CRT 2024		2
11. Define and describe hot and cold soufflés.	CRT 2032	2	3
12. Discuss the methods of preparation of hot and cold soufflés.	CRT 2032		3
13. Prepare hot and cold soufflés.	CRT 2032		4
14. Evaluate the quality of prepared hot and cold soufflés.	CRT 2032 CRT 2024		1 2
15. Define and describe marzipan.	CRT 2033		2
16. Discuss the method of preparation for marzipan.	CRT 2033		2
17. Prepare marzipan and use it in the decoration of cakes, making of confections, or modeling of fruits or figurines.	CRT 2033		4
18. Evaluate the quality of prepared marzipan items.	CRT 2033		2
19. Define and describe various types of candies.	CRT 2034		4
20. Discuss the method of preparation of various types of candies.	CRT 2034		2
21. Prepare various types of candies.	CRT 2034		4

22. Evaluate the quality of various types of prepared candies.	CRT 2034		2
23. Discuss methods of preparation for cooking sugar and isomalt that is to be used for candies or sugar display pieces.	CRT 2034		2
24. Cook sugar and isomalt for basic sugar display work.	CRT 2034		6
25. Prepare sugar and/or Isomalt display pieces.	CRT 2034		8
26. Evaluate the quality of cooked sugar and isomalt and prepared sugar display pieces.	CRT 2034		2
27. Define and describe pastillage and royal icing.	CRT 2033		1
28. Discuss the methods of preparation for pastillage and royal icing.	CRT 2033		1
29. Prepare pastillage and royal icing.	CRT 2033		4
30. Prepare display pieces using pastillage and royal icing.	CRT 2033 CRT 2024		2
31. Evaluate the quality of pastillage, royal icing and prepared display pieces.	CRT 2033 CRT 2044		1 2

2027 Basic Sugar

2028 Basic Choc.

2033 Classic Cakes

2045 Radical

2030 Bakery Design

2024 Frozen

2034 Air Sugar + Choc.

2037 Plated Desserts

To Further STRENGTHEN The Program w/ implemented Changes to the Program By ~~Eliminating Breaking~~ 2044 ~~Sourdoh & Wild Classes~~ ~~2045 Retail Baking~~

By ELIMINATING Tea CLASS & PUTTING 2045 Retail Baking in its PLACE w/ emphasis on more hands on Production Baking

Split Choc Sugar Class into BASIC & ADVANCED

Splitting Classic & Cont. Cake Sugar

2 CLASSES w/ Wedding Cakes

Separate CLASS.

~~2023~~ (4) Elimi & Added to

2033 Changed to Classic + Contemp Cases

Wedding 2042

2037 PLATED Des

(6)

~~AFTERNOON TEA 2044 5~~

to Retail (7)

2032 Fundamentals II

Lec – 1 cr

Lec – LAB/~~LEC~~ 12

Southwestern Oregon Community College
Personnel Action Form (replaces RFP)

Reset Form

Name | SSN/SOCC ID

Address | Phone

City/State | Zip

Purpose of Action:

- ☐ New Hire
- ☐ Rehire
- ☐ Position Change
- ☐ End of Probation
- ☐ Change in account numbers
- ☐ Change in pay
- ☐ Stipend
- ☐ Other
- ☐ Additional Position

Position and Pay Information:

Job Title

Start Date | End Date | or ☐ Continuing ☐ Contingent on Funding

Location: ☐ Campus ☐ Curry ☐ Coos Bay/North Bend ☐ Online

Department | Classification Level | Step: | Hourly Rate:

Base Salary | Contract Amt. | Faculty Step

Stipend | Stipend pay date | # of payments

Massc	Faculty	Classified	Other	Length of Employment
☐ Manager	☐ Tenure	☐ 32-40 hrs	☐ Casual/Temp	☐ 10-month
☐ Administrator	☐ Tenure Track	☐ 20-31 hrs	☐ Tutor	☐ 11-month
☐ Specialist	☐ Visiting	☐ 10-19 hrs	☐ Model	☐ 12-month
☐ Supervisor	☐ Adjunct		☐ Other	☐ Other
☐ Confidential	☐ Part Time			

Account Information :

Fund | Unit | Obj Code | %

Fund | Unit | Obj Code | %

(Put additional numbers in the comment field)

Fund | Unit | Obj Code | %

Fund | Unit | Obj Code | %

Comments:

Supervisor/Manager | Date

VP/President | Date

KNOWLEDGE AREA: Business and Math Skills
Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
MTH 81 Applied Mathematics for Culinary Arts

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	MTH 81	4	
2. Calculate and forecast purchase and preparation requirements based on a product's yield on cooking, fabrication, and intangible waste factors.	MTH 81	4	
3. Calculate food costs and percentages	MTH 81	4	
4. Calculate beverage costs and percentages.	MTH 81	4	
5. Calculate labor costs and percentages	MTH 81	4	
6. Perform recipe yield conversions.		2	

	CRT 2032 MTH 81	4	
7. Perform the process of recipe costing	CRT 2033 CRT 2007 MTH 81	 .5 4	2
8 Determine selling price of menu items.	CRT 2007 MTH 81	.5 4	
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 2007 MTH 81	.5 4	
10. Review profit and loss statements to determine profitability	CRT 2007 MTH 81	.5 4	
11. Perform calculations using current technology (i.e. computers, calculators, POS	CRT 2007 CRT 2044 MTH 81	.5 4	 4

KNOWLEDGE AREA: Food Preparation
Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2040 Introduction to Culinary Arts for Baking and Pastry Students

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 2040	2	2
2. Identify the parts/components of a recipe	CRT 2040	1	
3. Describe and use a standardized recipe.	CRT 2040	1	1
4. Outline the procedure for writing a standardized recipe.	CRT 2040	1	
5. Write a standardized recipe	CRT 2040		1
6 Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.	CRT 2040	1	1
7. Define and describe the sautéing process.	CRT 2040	1	

8. Prepare a variety of foods using the sauté techniques.	CRT 2040		2
9. Evaluate the quality of sautéed items.	CRT 2040		1
10. Define and describe the processes of pan-frying and deep-frying.	CRT 2040	1	
11. Fry a variety of foods to their proper doneness.	CRT 2040		2
12. Evaluate the quality of fried foods.	CRT 2040		1
13. Define and describe the roasting and baking processes.	CRT 2040	1	
14. Compare and contrast roasting to baking, poeleing, smoke-roasting and spit-roasting.	CRT 2040		2
15. Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish.	CRT 2040		2
16. Evaluate the quality of roasted items.	CRT 2040		1
17. Define and describe the barbecue process.	CRT 2040	1	
18. Select and prepare meats and seasonings and barbecue them to the appropriate	CRT 2040		2

doneness.			
19. Evaluate the quality of barbecued items.	CRT 2040		1
20. Define and describe the process of grilling and broiling.	CRT 2040	1	
21. Grill and broil foods to the proper doneness.	CRT 2040		2
22. Evaluate the quality of grilled and broiled items.	CRT 2040		1
23. Define and describe the processes of braising and stewing, noting the similarities and differences.	CRT 2040	1	
24. Braise and stew foods to the proper doneness.	CRT 2040		2
25. Evaluate the quality of braised and stewed items.	CRT 2040		1
26. Define and describe the process of shallow-poaching.	CRT 2040	1	
27. Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid.	CRT 2040		2
28. Evaluate the quality of shallow-poached items.	CRT 2040		1
29. Define poaching and simmering and correctly identify the temperature range at which each occurs.	CRT 2040	1	
30. Poach and simmer foods to the proper doneness.	CRT 2040		2
31. Evaluate the quality of poached and simmered foods.	CRT 2040		1
32. Define and describe the boiling and steaming process.	CRT 2040	1	

33. Prepare boiled and steamed foods to the proper doneness.	CRT 2040		2
34. Evaluate the quality of boiled and steamed items.	CRT 2040		1
35. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.	CRT 2040 CRT 2031		1
36. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.	CRT 2040		1
37. Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.	CRT 2040		1
38. Perform basic fabrication tasks with meat, poultry, seafood and variety meats.	CRT 2040		2
39. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness.	CRT 2040		3
40. Evaluate the quality of prepared meats, seafood, poultry, and variety meats.	CRT 2040		1
41. Define stock and describe its uses.	CRT 2040	1	
42. Identify different types of stocks.	CRT 2040		1
43. List the basic ingredients needed for making stocks.	CRT 2040		1
44. Describe the functions of the ingredients.	CRT 2040	1	

45. Describe the process of making stocks.	CRT 2040		1
46. Prepare a variety of stocks.	CRT 2040		2
47. Evaluate the quality of a properly made stock.	CRT 2040		1
48. Define, describe and explain the purpose of sauces.	CRT 2040	1	
49. Identify and prepare the grand sauces.	CRT 2040		1
50. Prepare a variety of non-grand/classical sauces.	CRT 2040		1
51. List the basic ingredients needed for making grand and non-grand sauces.	CRT 2040		3
52. Describe the functions of the ingredients in sauces.	CRT 2040	.5	
53. Evaluate the quality of a properly made sauce.	CRT 2040		1
54. Define and describe soup and identify its two basic categories.	CRT 2040	1	1
55. Prepare a variety of soups from each category.	CRT 2040		1
56. Describe the process of making each category of soup.	CRT 2040	.5	1
57. Evaluate the quality of a properly made soup.	CRT 2040		1
58. Identify a variety of fruits, vegetables, starches, legumes and grains.	CRT 2040		1
59. Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods.			3
60. Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains.	CRT 2040		1

61. Define salad dressing and describe its purposes.	CRT 2040	.5	
62. Identify, define, and describe the types of salad dressings.	CRT 2040		1
63. Prepare a variety of salad dressings and evaluate the quality of each.	CRT 2040	.5	3
64. Identify a variety of common salad greens.	CRT 2040		1
65. Prepare and dress greens for a salad.	CRT 2040		1
66. Evaluate the quality of properly prepared and dressed green salad.	CRT 2040		1
67. Identify, describe, and prepare a variety of composed salads.	CRT 2040		1
68. Evaluate the quality of composed salads.	CRT 2040		1
69. Identify, and describe the purpose of the elements of a sandwich.	CRT 2040		1
70. Prepare a variety of hot and cold sandwiches.	CRT 2040		3
71. Evaluate the quality of sandwiches.	CRT 2040		1
72. Identify and prepare a variety of breakfast meats.	CRT 2040		1
73. Evaluate the quality of prepared breakfast meats.	CRT 2040		1
74. Describe a variety of preparation techniques used in egg cookery.	CRT 2040	1	

75. Cook eggs using a variety of preparation techniques.	CRT 2040		3
76. Evaluate the quality of prepared eggs.	CRT 2040		1
77. Identify and prepare a variety of breakfast batter products.	CRT 2040		1
78. Evaluate the quality of prepared breakfast batter products.	CRT 2040		1

KNOWLEDGE AREA: Human Relations Management
Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
SP218 Interpersonal Communications

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.	SP 218	2	
2. Summarize leadership styles and analyze when each is most appropriate.	SP 218	2	
3. Outline the supervisor's role in decision-making, problem solving and delegation of duties.	SP 218	2	
4. Explain the role of job descriptions and specifications and develop written examples.	SP 218	2	
5. Perform mock interviews, prepare resumes, job applications and cover letters.	SP 218	3	

6. Describe procedures of new employee orientation.	SP 218	2
7. Compare training methods: construct an effective employee training program to include follow-up training and cross-training.	SP 218	2
8. Analyze types and methods of employee evaluation.	SP 218	2
9. Describe necessity of change and ways of implementing change with the least employee resistance.	SP 218	2
10. Evaluate methods of conflict resolution and grievance procedures (union /non-union).	SP 218	2
11. Identify reasons for disciplinary problems and discuss the supervisor's role in handling them.	SP 218	2
12. Describe the procedure for terminating employees.	SP 218	2
13. Analyze motivational techniques/problems; discuss procedures for attitudinal changes.	SP 218	2
14. Analyze ways of dealing with stress in the workplace.	SP 218	2
15. Discuss time management and other organizational management techniques.	SP 218	1

16. Discuss legal issues related to managerial decisions (sexual harassment, discrimination, violence/anger and unemployment compensation).	SP 218	3	

KNOWLEDGE AREA: Introduction to the Hospitality Industry
Course Numbers (s) and Titles Where Competencies are met (attach Course outlines/Syllabi):
CRT 2018 Culnary Arts Career Planning

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 2018	1	
2. Trace the growth and development of the hospitality and tourism industry.	CRT 2018	1	
3. Describe the various cuisines and contributions of leading culinarians.	CRT 2018	1	
4. Identify professional organizations within the field; explain purposes and benefits.	CRT 2018	1	

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 2018	1.5
6. Evaluate career opportunities through participation in field trips and guest speakers in class.	CRT 2018	1.5
7. Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.	CRT 2018	1.5
8. Discuss and evaluate industry trade periodicals.	CRT 2018	1
9. Discuss professional ethics practiced in the industry.	CRT 2018	1.5

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 My Pyramid principles and food groups	CRT 2016 HE 250	3 6	
2. List the nutrient contributions of each food group	CRT 2016 HE 250	3 6	
3. Discuss the nine areas where dietary guidelines make recommendations.	CRT 2016	3	
4. Develop recipes and menus using dietary guide-line recommendations, food guides and food labels	CRT 2016 HE 250	3 6	
5. Evaluate recipes and menus using dietary guideline recommendations, food guides and food labels.	CRT 2016	3	

6. Discuss characteristics, functions and best sources of each of the major nutrients.	CRT 2016 HE 250	3 6
7. List the primary characteristics, functions and sources of vitamins, water and minerals.	CRT 2016	3
8. Describe the process of human digestion.	CRT 2016 HE 250	3 6
9. Determine energy needs based upon basal metabolic rate and exercise expenditure.	CRT 2016 HE 250	3 1
10. Discuss and demonstrate cooking techniques and storage principles and portion sizes for maximum retention of nutrients and effective weight management.	CRT 2016 HE 250	3 2
11. Discuss exchange groups.	CRT 2016	3

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 2015 Sanitation and Safety
CRT 2030 Bakery Design CRT 2040 Culinary Arts for Baking and Pastry Students

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 Hours Lecture	Lab
1. Discuss the flow of goods in a foodservice operation.	CRT 2007 CRT 2030	1.5	 1
2. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures.	CRT 2015 CRT 2030	.5	 1
3. Describe formal and informal purchasing methods.	CRT 2007	.5	
4. Analyze market fluctuations and product cost.	CRT 2007	.5	
	CRT 2007	.5	

5. Discuss legal and ethical considerations of purchasing.			
6. Explain regulations for inspecting and grading of meats, poultry, seafood, eggs, dairy products, fruits and vegetables.	CRT 2007 CRT 2030	.5	2
7. Outline yield and quality grades and National Association of Meat Purveyors (NAMP) specifications for meats.	CRT 2007 CRT 2040	.5	2
8. Write a bid specification.	CRT 2007	.5	
9. Evaluate received goods to determine conformity with user specifications.	CRT 2007	.5	
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	.5	
11. Conduct yield and quality tests on items such as canned, fresh, frozen and prepared products.	CRT 2007	.5	
12. Explain proper receiving and storing of cleaning supplies and chemicals.	CRT 2007 CRT 2015	.5	
13. Conduct a yield and cost comparison test of pre-fabricated products and on-premises butchered products.	CRT 2007	.5	
14. Inventory food and non-food items using current technology.	CRT 2007	1.5	
15. Explain the procedures for rotation of stock and for costing and evaluating,	CRT 2007	.5	

including FIFO and LIFO.	CRT 2015	
16. Define and describe par stock.	CRT 2007	.5
17.. Describe proper procedures of issuing product according to requisition	CRT 2007	.5
18. Describe current computerized systems for purchasing and inventory control	CRT 2007	.5

KNOWLEDGE AREA: Sanitation and Safety
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 protect 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
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
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 operations.	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

OREGON COAST CULINARY INSTITUTE

Dear Student Extern,

The attached materials represent your Externship Syllabus, including the documentation required to submit for your final grade.

This packet includes the following forms:

- Statement of Confidentiality
- Externship Agreement
- Confirmation Notice
- Student Time Sheet
- Student Essay/Report
- Worksite Evaluation
- Recipe Template (*make enough copies to complete your assignment*)
- Blank Disc

Statement of Confidentiality and The Externship Agreement Forms.

Once you have read and understood these forms, please sign them and hand them back to your chef as soon as you receive this packet.

Confirmation Notice Form.

Mail this signed statement to OCCI *as soon as your externship begins*. This is especially crucial for financial aid. Mail it in care of Kristen Kreskey, Oregon Coast Culinary Institute, 1988 Newmark, Coos Bay, OR 97420.

Student Time Sheet, Worksite Evaluation, Student Essay/Report, Recipes Forms, and Disc

It is **your responsibility** to have these forms completed, signed and returned to OCCI at the above address. These forms are to be received by the end of the first week following the completion of your externship.

Communication

You are expected to communicate with your Chef Instructor during your externship. The first communication will be in the form of the Confirmation Notice. A phone call or email will be required halfway through the externship. An exit phone call or visit will also be required in your last week of your externship. **This is necessary to receive full credit.**

You will not receive a final grade on your diploma until all required forms and essays have been received. If no reports have been received and there has been no verbal contact by the end of your externship, you will be withdrawn from the program.

We plan for successful externships. However, if a problem should occur, first analyze your performance and attitude and then make an appointment to talk with your chef or supervisor. This allows you to express your thoughts and concerns and receive feedback. However, if the problem persists **you should contact your Chef Instructor**. Each situation will be handled individually according to the student's and the establishment's particular circumstances. In addition, we may request a written explanation from the student and Chef Supervisor as to the nature of the problem.

Thank you for your cooperation in regard to the required forms and we hope you have a rewarding externship. Remember, the value of this training experience will be in direct proportion to your effort, professionalism and dedication.

Sincerely,

Chef Shawn Hanlin and Staff
Externship Coordinators

OREGON COAST CULINARY INSTITUTE

EXTERNSHIP AGREEMENT

STUDENT: _____ **PLACEMENT SITE:** _____

STUDENT PHONE: _____ **STUDENT E-MAIL:** _____

1. Student will register for the required twelve credits of externship.

2. The **Confirmation Notice** will be returned to OCCI the first day of externship.

3. During the externship, the student will develop a portfolio, using the **Recipe Template**, of successful preparations. This will include **six total items from any of the categories on the worksite evaluation form:**

   - Lean Yeast Dough
   - Rich Yeast Dough
   - Quick Breads, Donuts and Fritters
   - Tarts, Pies and Cookies
   - Creams, Custards, Mousse, Soufflés, Syrups, Icings and Sauces
   - Cakes and Tortes
   - Individual Desserts, Cookies and Pastries
   - Frozen Desserts
   - Decorative work

   The following requirements will be included for each preparation in the portfolio:

   - Description/Title
   - Color photo
   - Recipe/ingredients
   - Accurate recipe costing
   - Preparation instructions

4. A minimum of **three contacts, once a month,** by phone or e-mail, between the externship student and the appropriate teaching Chef at OCCI, 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 a

"Worksite Evaluation" and discuss with the student.

7. The student will complete the **Essay/Report** for future use at OCCI.

8. All materials, including the portfolio, time sheets and evaluations, must be returned to OCCI by the end of the first week following completion of the externship.

9. Complete 396 hours of externship.

I have read, discussed and understand these externship expectations.

Signed _____ **Date** _____

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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 your Culinary Program.

I have read and understand the rules of confidentiality and agree to this policy.

_____ _____

Student Name (Print) **Date**

_____ _____

Student Signature **Coordinator Signature**

OREGON COAST CULINARY INSTITUTE

Please review the checklist to ensure you have completed all necessary steps to satisfy your externship and degree requirements.

☐ Completed and documented all 396 hours of the externship requirement

☐ Submitted all required documentation:
- ☐ OCCI Externship Agreement *(This form should be submitted prior to beginning your externship)*
- ☐ OCCI Externship Statement of Confidentiality *(This form should be submitted prior to beginning your externship)*
- ☐ *OCCI Externship Verification Form *(This form is to be submitted after you have began your externship, but no later than 10 days from your start date)*
- ☐ Externship Essay
- ☐ OCCI Externship Timesheet or other documentation to verify hours
- ☐ OCCI Recipe Template for each section
  - ☐ Two Recipes, Costing and Photos for Appetizers
  - ☐ Two Recipes, Costing, and Photos for Salads/Soups
  - ☐ Two Recipes, Costing and Photos for Entrees
- ☐ Worksite Evaluation (To be completed by supervisor)

Students that have met the degree requirements and are eligible for graduation will need to submit all required paperwork by the last day of the term, please refer to the current academic calendar for dates. All documents and graduation requests received after the last date of the term will be processed the end of the following term. Please allow six to eight weeks for processing of all diplomas.

☐ Graduation Application

In addition to submitting all required documents, students who have received student loans will need to complete a loan exit counseling session at http://www.socc.edu/current/index.html and address any student or account holds etc.

☐ Loan Exit Counseling Session *(If Applicable)*

*All Financial Aid students must submit the Externship Confirmation Form prior to any financial aid funds being applied to the student's account. Students must submit this form **before the last day of the term** to be eligible to receive financial aid for their externship term. (Please refer to the academic calendar for all dates and deadlines.) Students who fail to submit this form will not be eligible for financial aid, but will be responsible any charges including tuition incurred during the term.

OREGON COAST CULINARY INSTITUTE

CONFIRMATION NOTICE

_____

Students Name (Please Print)

Has Begun an Externship at

_____

Externship site

Supervising Chef _____ Phone _____

Signature

Supervising Chef _____ Date _____

Printed Name

Student Signature _____ Date _____

OCCI Student ID Number _____

Revised 4/1/2009

OREGON COAST CULINARY INSTITUTE

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: _____

WORKSITE EVALUATION . . . to be completed after 396 hours of employment

Student name _____ Supervisor Signature _____
Student Signature _____ Supervisor Title _____
Date of Evaluation _____ Name of Training Site _____

OREGON COAST CULINARY INSTITUTE

Instructions for Completion: Please complete this evaluation of the extern after 396 hours of training. In order to be graded and conferred by OCCI, this evaluation must be reviewed with, and signed by, the extern. It should be returned to the extern for submission to OCCI.

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						
emonstrate knife skills						
Demonstrate proper finishing and presentation techniques						
Demonstrate ability to complete tasks in a timely manner						
Demonstrate the following baking techniques used for making:						
Lean Yeast Dough:						
Basic bread and rolls						
Artisan bread and rolls						
Starters and naturally leavened products						
Rich Yeast Dough:						
Sweet roll dough						
Danish pastry						
Croissant						
Puff Pastry						
Brioche						
Baba						
anettone						

Criteria	Exc. 4	Good 3	Fair 2	Poor 1	NA	Additional Comments
Quick Breads, Donuts and Fritters:						
Scones, biscuits and muffins						
Donuts, fritters and beignets						
Banana, Zucchini, Carrot Breads						
Tarts, Pies and Cookies :						
Pastry Dough (Flaky, Mealy, Sweet or Short)						
Cream Filling						
Fruit Filling						
Cookies (any type)						
Creams, Custards, Mousse, Soufflé, Syrups, Icing and Sauces:						
Flavored Syrups						
Fruit based sauce						
Cream based sauce						
Pastry cream						
Custard, flan, crème caramel, pot de crème						
Mousse						
Meringue						
Soufflés						
Cakes and Tortes:						
High fat cakes						
Foam cakes						
Pound Cake						
Jaconde						
Icings:						
Fondant						
Butter creams						
Ganache						
Decorating:						
Icing and decorating of basic cakes						
Specialty cakes and tortes						
Celebration cakes						

Criteria	Exc. 4	Good 3	Fair 2	Poor 1	NA	Additional Comments
Individual Desserts, Cookies and Pastries:						
Pate choux pastries						
Puff pastry pastries						
Petit fours						
Cookies						
Frozen Dessert:						
Demonstrate preparation of the following:						
Ice Creams and gelatos						
Sorbets and granites						
Still frozen desserts						
Sundaes and parfaits						
Decorative Work:						
Pastillage						
Marzipan						
Sugar work						
Chocolate work						
Confections						

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 her/his ability and with thoroughness						
Works well with others						
Accepts constructive criticism						
Shows growth in her/his technical skills						

Additional Comments:

OREGON COAST CULINARY INSTITUTE

Student Time Sheet

Note: Please turn time sheet in to OCCI with all other materials by the end of the first week following completion of the externship.

Name_____ Placement Site_____

HOURS WORKED FOR WEEK STARTING
(Use Monday's date)

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total												

TOTAL HOURS WORKED_____

The hours above are correct to the best of my knowledge.

SUPERVISOR SIGNATURE_____

Place Photo Here

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Menu Name

Yield	Food Cost	Menu Price	Food Cost %

Ingredient	Measurement	Cost per Unit	Total Cost

Procedure:

CRT 2031 BASIC BAKING SKILLS I

COMPETENCIES

Rubric: 0 to 5 ; with 4 or 5 rating 80% of time for grade					
Competencies:					
Identify the following to industry standards:					
competency ratings	1	2	3	4	
Bread flour					
Cake flour					
Pastry flour					
High gluten flour					
Rye flour					
Whole wheat flour					
Equipment identification and safety training					
Make the following breads and yeast products to industry standards of quality:					
competency ratings	1	2	3	4	
French Bread					
Baguette					
White pan bread					
Ciabatta					
Focaccia					
Whole Wheat					
Sour Dough					
Pizza Dough					
Medium Rye					
Sour Rye					
German Rye					
Russian Rye					
Jewish Rye					
Multgrain Artisan bread					
Pan de meituel					
American multigrain					
Beer bread					
White bread					
Soft rolls					
Parker House rolls					
Honey wheat bread					
Flax, mixed seed straight dough breads.					
Thick and thin style pizza					
Challah					
Egg Bread					
Rich rolls					
Sweet dough					
Brioche					
babka					
cinnamon buns					
sticky buns					
Danish					
Croissants					

CRT 2031 BASIC BAKING SKILLS I

COMPETENCIES

Make the following cake and batter products to industry standards of quality:					
competency ratings	1	2	3	4	
Muffins					
Biscuits					
Pound cake					
Butter cake					
High ratio cake					
Sponge					
Genoise					
Chiffon					
Angel food					
Meringue					
Make the following pastry products to industry standards of quality:					
competency ratings	1	2	3	4	
Pâte sucrée					
Pâte sable					
Petite four sec					
Piped cookies					
Tart dough					
Drop cookies-					
Chocolate chip					
Bar Cookies-					
Brownies					
Pie dough~flaky					
Pie dough~ mealy					
Fruit Pie					
Custard Pie					
Puff Pastry					
Pastry cream					
Cream pie					
Chocolate ganache					
Pâte à choux and beignets					
Pastry Cream					
Bavarian					

Notes:

CRT 2031 LAB EXERCISE

Kitchen Design, Tools and Equipment, Foodservice Thermometers

Kitchen Design - It is important to become familiar with how the kitchen is laid out in terms of work spaces and where tools, equipment and supplies may be found in order to take full advantage of your learning resources there.

EXERCISE ONE: **To become familiar with the kitchen layout,** do this by writing in the name of each area or piece of equipment . Refer to the following list for correct terminology.

Bins	Brooms/mops	Convecton Oven	Chemicals
Closet	Conventional Oven	Restrooms	Deep fryer
Delivery	Dishroom	Dish Machine	
Dry Goods	Entrance	Exit	Freezer(s)
Hand sinks	Hotel pans	Linens	Hobart mixer
Mixer	Office	Pans	Pots
Produce cooler	Rack	Ranges	Refrigerators
Rolling rack	Three compartment sink		Scraping station
Sink	Small wares	Storage	Storeroom
Utensils	Work benches	Work table	Lockers

Tools and Equipment- The ability to choose exactly the right tool for every job, and the skill to use that tool properly is a quality that sets a professional apart from an amateur. The basic "tools of the trade" in foodservice are the hand tools, pots and pans, knives, large equipment and measuring devices routinely used to prep, store and cook food.

EXERCISE TWO: **To locate and identify the principle use for tools and equipment present in the laboratory** find the definitions of the following tools and equipment in your text books.
For extra information, look up the following web site
http://www.acitydiscount.com/Commercial-Kitchen-Equipment.1.25367.2.1.htm
Or use any commercial equipment web site

SMALL HAND TOOLS perform a variety of jobs in the kitchen such as mixing, measuring, straining and pureeing. Most basic collections include those listed below. Find an example of each of the listed items and assemble them in the designated area. Note the principle use of each in the space provided.

China cap -

Chinois -

Colander -

Cook's spoon -

Food mill -

½ Gallon measure -

#12 scoop -

#200 pan -

Offset spatula -

Rubber scraper -

Sifter -

Sauce pan -

Sauteuse -

Skimmer -

Sifter -

Slotted spoon -

Spider -

3 ounce ladle -

Whetstone -

Whisk -

LARGE EQUIPMENT listed and described are devices that make difficult, time-consuming tasks easier. As a studentyou should be aware of them and what they can do. Note the principle use of each piece listed in the space provided. **DO NOT ATTEMPT TO USE ANY OF THIS EQUIPMENT WITHOUT SUPERVISION UNLESS YOU KNOW HOW TO OPERATE IT SAFELY -- ASK FOR ASSISTANCE.**

Mixing and cutting devices are among the most frequently used equipment in the kitchen, and potentially the most dangerous. Describe the specific function of each of the following examples:

HOBART MIXERS-

FOOD PROCESSOR -

FOOD/MEAT SLICER -

Kettles and steamers speed cooking for large quantities of food. Much more of the surface of the vessel is exposed to heat than is the case with pots and pans placed over a single burner. Describe the specific function of each of the following examples.

STEAM JACKETED KETTLE -

TILTING KETTLE -

CONVECTION STEAMER -

Stoves, ranges and ovens come in a variety of shapes and sizes. Generally, "range" refers to the burners (they may be electric or gas) or cooktop. The oven may be installed under the range, or it may be separate and free standing. Describe the special characteristics of each of the following examples.:

CONVECTION OVEN -

DECK OVEN -

RANGE OVEN -

COMBI OVEN -

Griddle and grill are words that are sometimes used interchangeably, but a foodservice professional should know the difference. Describe the particular characteristics of each.

GRIDDLE -

GRILL -

SALAMANDER -

Food Service Thermometers - One of the most basic tools used in the foodservice industry. Almost every function within a food serving establishment, regardless of size or mode of operation, is dependent on a thermometer. The demands of the culinary arts make it manda- tory that temperatures be known, set and held at required levels. Beverages (hot and cold), refrigerators, dish washing operations, deep fryers, griddles and storage facilities are but a few of the many areas where accurate temperatures must be maintained. Unfortunately, tempera- ture measuring devices are often taken for granted and little thought is given to possibility of inaccuracy. Students are required to own a 0-220 Cooks thermometer and to maintain its accuracy.

EXERCISE THREE: **To recognize commons types of thermometers and their uses in**

a commercial kitchen, list the various types of thermometers you have been shown in the lab and describe the particular characteristics of each.

1.

2.

3.

4.

EXERCISE FOUR: **To learn how to recalibrate your thermometer.** Recalibrate the 0 - 220 Instant Read Thermometer provided using the ice bath or boiling water method. Explain why each method is reliable.

Ice Bath:

Boiling Water:

Final Practical Exam

Evaluation for Baking Fundamentals Two

Rubric:

0=unacceptable, raw, poor taste
2= mediocre quality, misshapen, weak wet structure, poor crust color, major flaws
4= good quality, slightly misshapen, good color and crust, flaws
6=very good quality, two or more slight flaws
8=excellent quality, one slight flaw
10=outstanding quality, no flaws

White Pan Bread

	0	2	4	6	8	10
Crust color						
Internal structure						
Crumb						
Flavor						
Doneness						
Shaping						
Weight						

Standards of Quality: Crust dark golden brown, internal color, light cream, Slightly open crumb, not sticky, flavor true to bread, wheat, not too salty or sweet. Doneness-not overly wet and sticky. Dry open crumb. Thumps hollow when tapped. Shape uniform, not keyhole or mushroom. Correct finished weight.

Total Point Score_____

Yellow Cake

	0	2	4	6	8	10
Crust color						
Internal structure						
Crumb						
Flavor						
Doneness						
Shaping						

Standards of Quality: Crust light golden brown, internal color, light yellow, tight crumb, not sticky, flavor true to cake, no tunneling, no oiliness, emulsion intact. Doneness-not overly wet and sticky. Shape uniform, slightly flexible.

Total Point Score_____

Spritz Cookie

	0	2	4	6	8	10
Crust color						
Internal structure						
Crumb-tenderness						
Flavor						
Doneness						
Shaping						

Standards of Quality: Crust pale golden brown, with little coloring, internal color, pale cream color, tender, tight crumb, not sticky, sweet flavor true to almond based spritz cookie, shape edges crisp and not puffy, crisp tender when broken.

Total Point Score_____

Pate Choux

	0	2	4	6	8	10
Crust color						
Internal structure						
Crumb						
Flavor						
Doneness						
Shaping						

Standards of Quality: Crust dark golden brown, internal color, light yellow, Internal structure open and puffy, with slight egg aroma, crust crisp and dry. Internal structure, dry and not sticky.

Total Point Score_____

Pastry Cream

	0	2	4	6	8	10
Sauce color						
Lump free texture						
Flavor						
Mouthfeel						
Aroma						

Standards of Quality: Creamy texture, smooth mouth feel, light cream color, no scorching, clean vanilla flavor, vanilla aroma, not too thick or too thin.

Total Point Score_____

Total possible score: 300 300 to 270= A 269 to 240=B 239 to 210= C 209 to 180=D 179 to 0= F.

Name_____
Date_____
Madelines_____/15
Macaroons_____/15
Tuiles_____/10
Total_____/40

Week 7, Competencies
Cookies

Madelines

Criteria	Point Value	Points Earned	Reasons for deduction
Production: Mixing, Piping, Baking	5		Broken batter, Stuck to pan, Overhang, Color
Finished Product: Shape, size, taste, texture	5		Flat, Different sizes, Off Flavor, Grainy texture
Appearance: Golden brown, Dipped in tempered chocolate on a diagonal	5		Burning/over-baking, Under-baked/sunken, Chocolate out of temper, not a diagonal dip
Total Points	15		

Almond Macaroons

Criteria	Point Value	Points Earned	Reasons for deduction
Production: Mixing methods, piping, baking.	5		Under/Over-baking, Piped into a shape other than round
Finished Product: Size, shape, taste and texture	5		Bigger than 2" across, Should be crisp on the outside and chewy on the inside, no almond lumps
Appearance: All the same size, not over/under filled with ganache	5		Different sizes, Ganache is hard to find, or spilling out
Total Points	15		

Almond Tuile

Criteria	Point Value	Points Earned	Reason for deduction
Production: Batter, Stenciling, Baking	5		Broken Batter, Uneven color or shape
Finished Product: Classic shapes, Dipped in tempered chocolate	5		Saddle is not flat, Cigarettes are not tight, chocolate is out of temper, too much chocolate of finished product (foot)
Total Points	10		

CRT 2033 Cake Decoration Techniques
Celebration Cake #2: Child's Chocolate Birthday Cake

Name:_____

Child's Chocolate Birthday Cake

8"-10" hi-fat chocolate cake themed for a child's birthday party. The cake must be torted into at least 3 layers, filled & iced with chocolate buttercream, fudge icing or ganache, and decorated with combed sides as well as a piped top & bottom border or a ***piped*** side decoration. A cocoa painted Pastillage plaque framed with modeling chocolate and a hand modeled chocolate decoration or figure of your choice must adorn the cake. Also required is a piped message either on the plaque or on the cake, using tempered chocolate, ganache, piping gel, or royal icing.

Criteria Specifications:

Criteria	***Subtractions***		***Subtractions***
Clean, straight assembly	Tapered sides Domed/sunken top	/10	Uneven assembly
Final Icing Coat, side combing & border/inscription piping	Incorrect icing texture Incorrect piping techniques/tips Untempered chocolate Uneven icing application Incorrect side combing	/10	*Missing required components:* Border(s) Inscription Side decoration Side combing
Modeling chocolate figures & decorations	Incorrect molding techniques Untempered chocolate Inappropriate theme	/10	Improper assembly Unrecognizable figure
Pastillage Plaque & modeling chocolate frame	Thick pastillage/warped shapes Unstable/poor support Edges/surfaces not sanded smooth Seams not covered	/10	Incorrect shading/highlighting Cartoon outlines/visible graphite *Missing required components:* Frame or easel
Overall appearance & design balance	Crowded design Unbalanced design	/10	Clean board/bottom edge Attention to detail
Creativity, demonstration of higher skill		/5	
	Total:	**/50 =**	**% (late) %**

1) ***Pastillage Plaque & Cocoa Painting:***
   - No thicker than ⅛"; clean, smooth edges; flat, not curved or warped; no cracks or chips; framed with modeling chocolate & stabilized with easel; all pieces attached with royal icing or tempered chocolate; attachment points disguised with over-piping; easily recognizable cocoa painting; appropriate use of highlights & shading, no "cartoon" outlines
2) ***Modeling Chocolate Figures:***
   - Easily recognizable/realistic; smooth surfaces without fingerprints or cracks; appropriate use of both chocolate types; all pieces attached with tempered chocolate; attachment points well-hidden; "structurally stable" figures
3) ***Icing & Decorative Piping:***
   - Combed cake sides; top & side piped border or piped side decoration; legible inscription with even, consistent pressure in piping; evenly spaced design, not crowded

OCCI

Safety Skills and Equipment Check Off

Name: _____ Year: 08/09

Safety Skills

Demonstrates safe use of hand tools, utensils	✓
Demonstrates safe use of small to large baking and kitchen equipment	✓
Follows rules and regulations for setting up and maintaining safe work environment	
Hazard Communication Standard	✓
OSHA/	✓
Fire Safety	✓
First Aid/Heimlich	✓
Demonstrates work habits and promoting personal safety	✓

Sanitation

Follows HACCP guidelines	✓
Recognizes source of contamination	✓
ID's critical control points in food handling process	✓
Specifies temperatures for hot, cold and reheated baked goods/food	✓
Follows heating and cooling procedures	✓
Follows time and temperature procedures	✓
Follows local, state and federal rules and regulations governing the Baking and Food Service industry	✓
Applies concepts of personal hygiene in the workplace	✓
Applies techniques necessary for preventing food borne illnesses and communicable diseases	✓
Monitors food temperatures using a thermometer	✓
Washes dishes using machines	✓
Washes dishes using three sink method	✓
Prepare and test sanitizing solution	✓
Clean floors and equipment	✓
Maintain clean work station and facility	✓

Hand Tools, Utensils and Equipment

Selects, uses, maintains and stores hand tools	✓
Selects, uses, maintains and stores small wares	✓
Selects, uses, maintains and stores weighing and measuring tools, utensils and scales	✓
Selects, uses, maintains and stores knives and other blade instruments	✓
Selects, uses, maintains commercial food service and bakery equipment	✓
Demonstrate a variety of cutting techniques	✓

Oregon Coast Culinary Institute
Baking and Pastry Program
Guest Lecturers and Field Trips 2008 - 2009

Guest Lecturers	Topics	Dates
Roland Schaffer CEC AAC	Careers and Profession	February 26, 2008
Patty Curfman CEC AAC	Wedding Cakes	March 2008
Peggy Alter CEPC	Chocolate and Sugar	June 23 -26, 2008
Guittard Chocolate	Company Chocolate Training	July 1-3, 2008
Dan Cantanio CEC	Careers and Profession	July , 2008
Brad BarnesCMC AAC CCA	Applied Visual Principles	August 1-5, 2008
Charles Carroll CEC AAC	Professionalism/Keynote Speaker	August 12th 2008
Robert Barr CEC	Careers and Profession	February 27, 2009
Richard Snyder CMC AAC	Profession	February 27, 2009
Roland Heinin CMC	Careers and Profession	March 1, 2009
Josh Schroll/Puratos	Bakery Ingredients/Functions	April 24th, 2009

Field Trips		
ACF Western Regional	Competition/Education Salt Lake City UT	February 2008
FSA Food Show	Food and equipment show	July 2008
Giradet Winery	Wines	Annually in July

Syllabus CRT 2007
INVENTORY CONTROL AND PURCHASING

Course Title and Number: CRT 2007
Year and Term: Spring 2008 March 31st to June 12th
Course Credits: 1
Meeting Time/Days: Monday: 10:00 am to 11:00 am
Location :OCCI Classroom

Instructor: Tina Powers CMB
Office Location: OCCI
Office Hours: 7:30 to 8:00am/2:30 to 4:00 pm
Office Phone:
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course will present basic principles of purchasing food, beverage, equipment, contract services, and 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.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

Syllabus CRT 2015 SAFETY AND SANITATION FOR MANAGERS

Course Title and Number: CRT 2015 Safety and Sanitation for Managers

Year and Term: FALL 2008
Course Credits: 3
Meeting Time/Days: Tuesdays and Thursdays
8 am to 10:00 (Serve Safe)
Location Bakery Lab OCCI

Instructor: Tina Powers CMB:
Office Location: OCCI
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm
SEPT. 30TH THROUGH NOV. 18TH.
Office Phone: 541-888-1543
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course provides information necessary to inform, strengthen, and update hospitality and tourism industry supervisors on current principles and practices of sanitation and safety. This course is based on The Educational Foundation of the** National Restaurant Association's ServSafe **training and certification coursework. Discussion will include Oregon's enactment of statewide food handling training, the Hazard Analysis Critical Control Point (HACCP) system. Other topics of study will include potable water systems, waste treatment, lodging facilities, recreational facilities, and hazardous materials.

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.

PRE-REQUISITES:

TAKING FOOD HANDLERS CLASS CONCURRENTLY

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	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2015 Student Learning Objectives						
Knowledge: (Upon completion of the course the learner will...)						
1.	Comprehend the statutory requirements governing various areas of the hospitality and tourism industry.	✓	✓	✓	✓	✓
2.	Understand the rules and regulations governing hazardous materials.	✓	✓	✓	✓	✓
3.	Have an awareness of the sources of communicable disease in the hospitality and tourism industry.	✓	✓	✓	✓	✓
4.	ServSafe curriculum	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)						
5.	Identify the conditions under which micro-organisms of food borne diseases enter food, multiply and cause human illness.	✓	✓	✓	✓	✓
6.	Identify and demonstrate personal hygiene and health habits essential to prevent food contamination and disease.	✓	✓	✓	✓	✓
7.	Formulate and demonstrate a food safety plan to adequately clean, maintain and manage a hospitality industry facility.	✓	✓	✓	✓	
8.	Maintain a professional notebook (lecture notes).	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)						
9.	An appreciation for the value of professionalism in the culinary profession.	✓	✓	✓	✓	✓
10.	A sensitivity to the need for safety and sanitation regulation	✓	✓	✓	✓	✓

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	40%
Exams	50%
Notebook	10%

Text: ServSafe. NRA with test (do not attach the test)
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.

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: Fall 2008 Sept. 29, 2008 to December 12th, 2008
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered: Basic introduction to baking/fundamentals
Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

1. PROVIDING SAFE FOOD
2. THE MICRO WORLD
3. CONTAMINATION AND FOOD BORNE ILLNESS
4. THE SAFE FOOD HANDLER
5. ESTABLISH A FOODSERVICE SAFETY SYSTEM
6. PURCHASING AND RECEIVING SAFE FOOD
7. KEEPING FOOD SAFE IN STORAGE
8. PROTECTING FOOD IN PREPARATION AND SERVICE
9. SANITARY FACILITIES AND EQUIPMENT
10. CLEANING AND SANITIZING
11. ORGANIZING A CLEANING PROGRAM
12. INTEGRATED PEST MANAGEMENT
13. ACCIDENT PREVENTION AND ACTION FOR EMERGENCIES
14. CRISIS MANAGEMENT

15. DEALING WITH SANITATION REGULATIONS AND STANDARDS

16. EMPLOYEE TRAINING

17. WATER TREATMENT

18. HAZARDOUS MATERIALS

19. SERVSAFE CURRICULUM

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

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate Administrator.

REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Skills I
Week 1 – Day 1

Welcome students and introduce the staff members. This day could be challenging as far as organization if it's their 1st day of school.

Hand out Servsafe Essentials Text, CRT 2015 Safety and Sanitation Syllabus

Lecture:

Thoroughly cover syllabus and uniform/attendance polices.

If time permits – Unit 1 of ServSafe Essentials – Use Power Point as guide.

Homework:

Read chapter 1 in Professional Cooking text and do chapter 1 in the study guide. The study guide is due at the beginning of class the next day.

Read unit 2 in ServSafe Essentials. If you were unable to lecture on unit 1 have them read both units 1 and 2.

Skills I
Week 1 – Day 2

Welcome / Take Attendance / Inspection Line Up

Collect home work.

Lecture:

If you started unit 1 yesterday then review it, if not start unit 1 in ServSafe Essentials.

Unit 2 ServSafe Essentials – Use PowerPoint as a guide.

Show video #1 ServSafe

Chapter 1 Professional Cooking – *The Food Service Industry,* see notes and PowerPoint.

Homework:

Read chapter 3 Professional Cooking text.

Skills I
Week 2 – Day 3

Welcome / Take Attendance / Inspection Line Up

Collect home work.

Lecture / Demo:

Demo knife kits and demo use for safety.

Demo: Setting up a work area with cutting board and sani bucket, garbage bowl etc.
Setting up the triple sink. Scraping and pre-rinsing makes things easier.
Importance of putting down the mats in front of the sinks.
How to properly carry a knife.
What to do if they cut themselves.
Talk about "kitchen speak" and give examples.
Clean as you go.

Student Practice Time:

Lecture:

Homework:

Study for sanitation quiz units 1 and 2.

Read ServSafe units 3 and 4.

Skills I
Week 2 – Day 4

Welcome / Take Attendance / Inspection Line Up

Collect home work.

Quiz – ServSafe Essentials Units 1 and 2.

Lecture:

ServSafe Essentials units 3 and 4, videos 2 and 3. PowerPoint as guide.

Homework:

2 page report, Home/Job Health Inspection.
- Do you see any violations?
- Are there good things happening?
- What can you do to fix the problem(s)

Skills I
Week 3 – Day 5

Welcome / Take Attendance / Inspection Line Up

Collect home work.

Demo:

Go over chapter Five

Guest Speaker:

What a County Health Inspector does

Homework:

Study for sanitation quiz units 3-4

Read ServSafe chapters 5-6

Skills I
Week 3 – Day 6

Welcome / Take Attendance / Inspection Line Up

Quiz – ServSafe units 3 and 4.

Lecture:

Sanitation SevSafe Essentials units 6, play video 4, PowerPoint

Demo:

Homework:

Skills I
Week 4 – Day 7

Welcome / Take Attendance / Inspection Line Up

Collect homework.

Demo / Tasting:

Project:

Sanitation Library Assignment: Fully explain the assignment-
Pick one of three topics- do a talk or powerpoint…

The assignment is due next Tuesday, week 5 day 9, as a presentation.
Go over Chapter 7 with students
Homework:

Study for sanitation quiz units 5-6.

Read ServSafe chapters 7-8

Skills I
Week 4 – Day 8

Welcome / Take Attendance / Inspection Line Up

Quiz – ServSafe units 5 and 6.

Lecture:

Sanitation SevSafe Essentials units 8 and video 5

Homework:

Read ServSafe chapters 9

Skills I
Week 5 – Day 9

Welcome / Take Attendance / Inspection Line Up

Demo:

Go over chapter nine-

Homework:

Study for quiz sanitation units 7-8

Skills I
Week 5 – Day 10

Welcome / Take Attendance / Inspection Line Up

Quiz – ServSafe units 7 and 8.

Lecture:

Sanitation ServSafe Essentials units 10, PowerPoint

EXAM:

Homework:

Read ServSafe chapters 11

Skills I
Week 6 – Day 11

Welcome / Take Attendance / Inspection Line Up

Collect Homework

Lecture:

Go over Chapter 11

Student Practice:

Homework:

Read units 12 ServSafe

Skills I
Week 6 – Day 12

Welcome / Take Attendance / Inspection Line Up

Lecture:

Sanitation ServSafe Essentials units 12 and 13 PowerPoint

Problem Solving / Critical Thinking - Group Case Studies

Put student's in groups. Give them a scenario from the book, "Don't Try This at Home" *Culinary Catastrophes from the Worlds Greatest Chefs.* Don't include how the chef solved his catastrophe. Let each group come up with how they would solve the problem, then read off how the chef solved it.

Homework:

Study for quiz sanitation units 11-13

Skills I
Week 7 – Day 13

Welcome / Take Attendance / Inspection Line Up

Quiz – ServSafe units 11 and 13.

Lecture:

Sanitation SevSafe Essentials units 14-15, video 6 and PowerPoint

Safety / First Aid / Accident Prevention

EXAM:

Pre-tests for the final

Skills I
Week 7 – Day 14

Welcome / Take Attendance / Inspection Line Up

Exams:

Homework:

Sanitation e-search paper and presentation due tomorrow.

Pre-test again

ServSafe Exam tomorrow.

Skills I
Week 8 – Day 15

Welcome / Take Attendance / Inspection Line Up

Sanitation Presentations:

Exam:

ServSafe Exam Review

Administer the ServSafe Exam

CRT 2017
Restaurant Management and Supervision

Course Title and Number: CRT 2017 Restaurant Management and Supervision

Instructor: Chef Tina Powers
Chef Woojay Poynter

Year and Term: Spring 2009
Course Credits: 4
Meeting Time/Days: Tuesdays and Wednesdays
3:00 PM TO 4:30 PM
Location Bakery Lab OCCI

Office Location: OCCI
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm
Mar. 30TH THROUGH Jun. 12TH 2009.
Office Phone: 541-888-1543
E-mail Address: tpowers@socc.edu
wpoynter@socc.edu

COURSE DESCRIPTION:
This course will focus on the necessary skills for effective restaurant management and supervision, operations analysis, food production and service, culinary techniques, sanitation and safety, food costing and supervision of staff, and service management. State regulations and cost controls specific to restaurant operations will be covered.

COMPETENCIES
Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum.
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	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2017 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
1. Understand the skills required to operate a successful restaurant: effective communication, time management, problem-solving, critical thinking.	✓	✓	✓	✓	✓
2. Be able to communicate effectively with people.	✓	✓	✓	✓	✓
3. *Become familiar with ways to handle conflict and deal with people, both personnel and customers, in the operation of restaurant.	✓	✓	✓	✓	✓
4. Become familiar with the supervisory aspects of restaurant operation - staffing, cost control mechanisms, rules and regulations, waste control, and supervision of storage in a sanitary manner.	✓	✓	✓	✓	✓
5. *Recognize the importance of self-confidence in restaurant operations.	✓	✓	✓	✓	✓
6. Comprehend the mechanics of purchasing and cost control, food service production, culinary techniques, security measures, and inventory management to include food supplies, equipment, small wares.	✓	✓	✓	✓	✓
7. Understand elements of diligent cost control and service management in profitable restaurant operations - correct completion of guest checks, numbering of checks and correct transmission to the kitchen, state mandated separation of food and alcohol charges on guest checks, correct tallying, accurate bookkeeping, offering correct change	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
8. Critically evaluate the management and supervisory operations of various restaurant and food service operations specific to their unique market environment and circumstances.	✓	✓	✓	✓	✓
9. Apply basic management principles to the daily operation and administration of a food service business.	✓	✓	✓	✓	✓
10. *Utilize effective communication skills in working with customers and co-workers.	✓	✓	✓	✓	✓
11. *Demonstrate the importance of having good work habits.	✓	✓	✓	✓	✓
12. Use diligent and profitable cost controls.	✓	✓	✓	✓	✓
13. Develop a workplace-specific orientation employee policy handbook covering uniforms, smoking, meals on the job, job descriptions, benefits, staffing, and state regulations.	✓	✓	✓	✓	✓
14. Create and maintain a professional notebook (lectures).	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
15. Confidence in their ability to be a team leader and manager.	✓	✓	✓	✓	✓
16. An appreciation for the value of professionalism in a restaurant environment.	✓	✓	✓	✓	✓
17. The ability to value the importance of having good relationships with coworkers and supervisors.	✓	✓	✓	✓	✓

18.	Sensitivity to cultural differences in today's work environment.	✓	✓	✓	✓	✓
19.	An appreciation for the benefit of using diligent cost controls for the profitable survival of a small restaurant business.	✓	✓	✓	✓	✓

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 work in a timely fashion.

Grading Criterion:

Participation	40%
Exams	50%
Notebook	10%

Text: NRA with test (do not attach the test)
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.

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator.

UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: None needed for this clas

Term Calendar: Spring 2009 March 30, 2009 to June 12th, 2009
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered: Baking and Pastry management, and supervision
Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

I. KITCHEN MANAGEMENT

1. Staffing
2. Food costing, purchasing, production - security measures, inventory control of food supplies/equipment/small wares, food service production, culinary techniques, sanitation and safety controls.
3. Cost controls and inventory - guest checks, portion control
4. Employee training program, including cross training and follow-up
5. Management and supervision
   *Effective communication
   *Conflict resolution
   *Cultural issues
   *Problem Solving

II. DINING ROOM

6. Staff scheduling
7. Wait person training, service management
8. Guest check controls- correct completion, numbering, transmission to kitchen, separation of food/alcohol on checks (state mandates), tallying, accurate bookkeeping, offering change
9. Management and supervision
   *Effective communication
   *Conflict resolution
   *Cultural issues

III. OPERATIONS MANAGEMENT

10. Analysis - management and supervisory operations of various restaurant and food service operations
11. Profitable cost controls and inventory - staffing, cost control mechanisms, rules and regulations, waste control, supervision of storage in a sanitary manner, customer checks
12. Employee handbook - uniforms, smoking, meals on the job, job descriptions, benefits, staffing, state regulations
13. Supervising personnel
14. Employee evaluations criteria
15. Hiring and firing
16. Management and supervision
    *Professionalism
    *Effective communication, implementing change in a smooth, constructive manner: policy and attitudes when necessary
    *Conflict resolution and grievance procedures (disciplinary issues); Legal responses to feedback from managerial decisions
    *Terminations
    *Stress management
    *Cultural issues

17. Notebook

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

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate Administrator.

REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the

second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

CRT 2018
CULINARY ARTS CAREER PLANNING

Year and Term: Spring Term 2008
Course Credits: 1

Meeting Time/Days: 8:00 a.m.-9:00 am Monday

Location: OCCI

Instructor: Tina Powers CMB
Office Location: OCCI
Office Hours: 7:30-8:00a.m./1:00-1:30p.m.
Office Phone: Chef Powers 971-998-5450

E-mail Address: bread_lady_@msn.com

Course Description: ***This course will focus on the development of habits, traits, and grooming standards necessary for success in today□s culinary arts job market. Students will review career tracts and opportunities in the culinary arts industry. Interview skills and portfolio development will be included.***

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 those aspects of completed job applications and resumes which an employer may view as a more professional product.
2. Comprehend aspects of basic employment interview skills.
3. Know the methods for conducting a job search.
4. Gain an understanding of the good habits and grooming traits needed to be successful in their culinary career.

Skills: (Upon completion of the course the learner will be able to...)

1. Develop professional goals.
2. Write a professional resume, complete an employment application, assemble letters of reference, and demonstrate basic employment interview skills.
3. Develop an ePortfolio with assistance from CS 120 Concepts of Computing.
4. Recognize the differences between good and bad grooming traits and habits critical to success in the culinary arts profession.
5. Demonstrate a professional demeanor on a daily basis.
6. Identify culinary career options and the work experience necessary for success in each.

Attitudes and Values: (Upon completion of the course the learner will have...)

7. An appreciation for professionalism in all areas of culinary arts.
8. Confidence in their ability to make employment choices which will further them in the culinary arts career of their choosing.
9. Appreciate the need for developing good work habits.
9. Appreciate and tolerate the differences in others in the workplace.

21. Contents Outline: (must be in outline format)

1. WORK HABITS AND GROOMING STANDARDS
    1. Bad grooming traits and habits and how to avoid them
    2. Good grooming traits and habits and how to cultivate them.
    3. Professional demeanor

2. CAREER PLANNING
    1. Choosing a career
    2. The Job Search Process
    3. Work experience and training
    4. Obtaining transcripts
    5. Documenting training and work experience
    6. Resumes and letters of reference
    7. Employment applications--filling them out the right and wrong way
    8. Basic employment interview skills--the right and wrong way

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%
Resume and Cover Letter	50%
Notebook	20%

Text:
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 March 31
Cover Letters	due TBA
Resumes	due TBA
End of Term	Thursday June 12

Policies and Procedures:

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*ACADEMIC PLAGIARISM AND CHEATING
(To be attached to course syllabus)

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*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

Syllabus CRT 2023
SYRUPS, ICINGS AND SAUCES

Course Title and Number: CRT 2023 Syrups, Icings and Creams

Instructors: Tina Powers CMB
Woojay Poynter MS

Year and Term: WINTER 2008/2009
Course Credits: 4
Meeting Time/Days: Monday through Friday
8 am to 12:3/1:00 pm 3:00 pm to 8:00 pm
Location Bakery Lab OCCI

Office Location: OCCI
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm

Office Phone: 541-888-1543
E-mail Address: tpowers@socc.edu
wpoynter@socc.edu

COURSE DESCRIPTION

This course instructs students in the concepts and techniques of sugar and a variety of syrups and icings that rely on sugar, along with royal icing, ganaché, French and Italian butter cream icings, marshmallows, meringues, hot soufflés, caramel and other cooked sugar fillings. Dessert sauces are also included in this course to aid in learning the techniques of plate presentation and various sauce feathering techniques. Students will also learn the art of candying whole and sliced fruits.

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.

PRE-REQUISITES:

TAKING FOOD HANDLERS CLASS CONCURRENTLY

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2023 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
A) Understand the fundamental principles of the cooking stages of sugar.	✓	✓	✓	✓	✓
B) Understanding the importance of temperature control.	✓	✓	✓	✓	✓
C) Gain an understanding of the changes that take place when preparing sugar syrups.	✓	✓	✓	✓	✓
D) Gain an understanding of the importance of dessert sauce preparation.	✓	✓	✓	✓	✓
E) Become familiar with the terminology, technology, equipment, formulas, measurements, and sanitation involved with sugar preparation.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Use formulas.	✓	✓	✓	✓	✓
b) Use a saccharometer.	✓	✓	✓	✓	✓
c) Use various mixing methods to prepare icings.	✓	✓	✓	✓	✓
d) Prepare buttercream and ganache.	✓	✓	✓	✓	✓
e) Prepare a variety of dessert sauces.	✓	✓	✓	✓	✓
f) Create and maintain a professional notebooks (lecture and formulas). Use a baker's scale.	✓	✓	✓	✓	✓
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) Confidence in their ability to prepare sugar syrups, icings and dessert sauces.	✓	✓	✓	✓	✓
c) An apprecation for the value of team work in the operation of a professional bake shop.	✓	✓	✓	✓	✓
d) An appreciation for the value of professionalism in a bake shop environment.	✓	✓	✓	✓	✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Lab Participation	40%
Competencies	30%
Professionalism	10%
Projects	10%
Notebook	10%
Total:	**100%**

POLICY NOTE:
I (incomplete) given rarely

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3. Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (10%) and quality of work (10%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

If you are absent more than 3 days in a trimester you will receive a failing grade.

Three tardies make an absence. SO DO NOT BE LATE TO CLASS!!!

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Competencies: You will receive a total of 30% for all competed.

Partial credit will be given for any completed competencies. To receive the total % points all must be completed at a level of 3 or higher.

Exams: You will be scored on written exams (5%) and practical exams (5%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Baking : Gisslen 5th Edition
Optional text-Provided by instructor
Handout materials prepared by instructor
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: January 5th 2009 through March 13th, 2009

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered: Sugar syrups, fruit coulis, sugar based sauces, icings, fillings and creams. Nougatine, meringue, marshmallows, and other confections along with candied fruits.

Reading Assignments: see handouts

Due dates for major requirements: see handouts

Exam dates: to be announced

COURSE SCHEDULE

I.	Session's One through Four	
	A.	Simple syrup, caramel, buttercream (simple, Italian and French)
	B.	Basic fudge icing, chocolate glaze and ganache
II.	Sessions Five Through Seven	
III.	A.	Royal icing, fondant, and pastillage
IV.	Sessions Eight Through Ten	
	A.	Dessert sauces and fruit purees
	B.	Meringue based desserts-soufflés, vacherines
	C.	Plate presentation

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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

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REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Exams: You will be scored on written exams (10%) and practical exams (10%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Pastry Chef : Bo Friberg 4th Edition
Optional text
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants -Cravat
TOOLS: As required by assignments.

Syllabus CRT 2024
FROZEN DESSERTS

Course Title and Number: CRT 2024 Frozen Desserts
Year and Term: Spring 2008
Course Credits: 3
Meeting Time/Days: Tuesday: 10:00 am to 2:30 pm
Location Bakery Lab OCCI

Instructor: Tina Powers CMB
Office Location: OCCI
Office Hours: 7:30 to 8:00am/2:30 to 4:00 pm
Office Phone:
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course will cover the origin and history of frozen desserts as well as the various methods to include churning for making ice cream, gelato and sorbets. Still frozen methods will also be discussed. Students will learn to prepare a variety of ice creams, gelatos, sorbets, frozen soufflés, granite and parfaits.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2024 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a.) Understand the fundamental principles of preparing ice cream.	✓	✓	✓	✓	✓
b.) Understand the importance of weighing ingredients.	✓	✓	✓		✓
c.) Understand the difference between churning and still frozen dessert.	✓	✓	✓	✓	✓
d.) Become familiar with the terminology, technology, equipment, recipes measurements, and sanitation.	✓	✓	✓		✓
Skills: (Upon completion of the course the learner will be able to...)					
a). Prepare dairy based ice cream products.		✓	✓		✓
b). Use an ice cream/sorbet machine.	✓	✓	✓		✓
c). Use various methods for preparing still frozen desserts.	✓	✓	✓	✓	✓
d). Prepare ice cream, sorbets, parfaits, bombes and frozen soufflées.		✓	✓		✓
e). Create and maintain a profession notebook (lecture and recipes).	✓	✓	✓		✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a). an appreciation of the importance of sanitation in preparing frozen dessserts..	✓	✓	✓		✓
b). Confidence in their ability to prepare frozen desserts.		✓	✓		✓
c). An appreciation for the value of team work in the operation of a professional bake shop	✓	✓	✓		✓
d). An appreciation for the value of professionalism	✓	✓	✓		✓

<u>Grading:</u> (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Lab Participation	60%
Professionalism	10%
Exams	20%
Notebook	10%

Total: **100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (20%) and quality of work (20%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to

Term Calendar:
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered
Reading Assignments
Due dates for major requirements
Exam dates

COURSE SCHEDULE

Session One: HISTORY OF ICE CREAM
- A. From Ancient China to double fudge brownie and vanilla ice cream
- B. Organization of modern ice cream parlors
- C. Terminology
- D. Professional notebook, creating and maintaining

Session Two: CHURNED DESSERTS 1
- A. Dairy based mild and custard ice creams
- B. Cleaning and sanitizing equipment

Session Three:CHURNED DESSERTS 11
- A. Non dairy products
- B. Gelato, sorbets and sherbet
- C. Using a saccharometer

Session Four: STILL FROZEN DESSERTS 1
- A. Semifreddi, custard and mousses
- B. Frozen Soufflés
- C. Vacherin

Session Five: STILL FROZEN DESSERTS 11
- A. Freezing methods
- B. Granite

Session Six: SUNDAES
- A. Ingredients
- B. Sauces for toppings
- C. Meringue and marshmallow

Session Seven: PARFAITS
- A. Basic mixing methods
- B. USA-v-French methods
- C. Flavoring

Session Eight: FROZEN TORTES AND BOMBER
- A. Assembling methods
- B. Production methods
- C. Chantilly cream and Italian meringue
- D. Storing

Session Nine: PRESENTATION TECHNIQUES
- A. Serving suggestions for ice creams and sorbets
- B. Setting up an ice cream parlor
- C. Buffet presentations

Session Ten: CONVENIENCE PRODUCTS

A. Commercially prepared ice cream products
B. Variety in flavors
C. Evaluation cost and effort in production

Session Eleven: FINALS

A. Written
B. Practical
C. Notebooks

POLICIES AND PROCEDURES

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*100% refund without responsibility of a grade	

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Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

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Syllabus CRT 2026
DESSERT MENU DEVELOPMENT

Course Title and Number: CRT 2026 Dessert Menu Dev.	***Instructor: Tina Powers CMB***
Year and Term: Spring 2008	***Office Location: OCCI***
Course Credits: 3	***Office Hours: 7:30 to 8:00am/2:30 to 4:00 pm***
Meeting Time/Days: Monday:11:00 am to 2:30 pm	***Office Phone:***
Tuesday: 8:00 am to 10:00 am	
Location Bakery Lab OCCI	***E-mail Address: tpowers@socc.edu***

COURSE DESCRIPTION

The dessert crowns the dinner. To create a fine dessert, one has to combine the skills of a confectioner, a decorator, a painter, an architect, an ice cream maker, a sculptor and a florist.

Students will learn to develop dessert menus for the food service industry using a variety of techniques to add visual appeal to plated desserts. This course will be part an eleven week project where students will work towards a goal of developing a complete dessert menu for a bakery or other food service operation.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2026 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a). Understand the importance of developing dessert menus.	✓	✓	✓	✓	✓
b). Understand the importance of plate presentation.	✓	✓	✓		✓
c). Understand the importance of researching modern presentation techniques.	✓	✓	✓	✓	✓
d). Gain an understanding of the importance of team playing.	✓		✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a). Write a dessert menu.	✓	✓	✓	✓	✓
b). Design a variety of plate presentations.	✓	✓	✓	✓	✓
c). Write recipes for a variety of desserts.	✓	✓	✓	✓	✓
d). Create and maintain a professional notebook (lecture and recipes).	✓		✓		✓
e). Write a dessert menu.	✓	✓	✓	✓	✓
f). Produce a complete dessert menu to include whole and individual items	✓		✓	✓	
Attitudes and Values: (Upon completion of the course the learner will have...)					
a). an appreciation of the importance of classical and contemporary dessert presentations	✓	✓	✓		✓
b). Confidence in their ability to write a dessert menu	✓	✓	✓		✓
c). An appreciation for the value of team work in the operation of a professional bake shop	✓	✓	✓		✓
d). An appreciation for the value of professionalism in a professional bake shope environment	✓	✓	✓		✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Lab Participation 30%

Professionalism	10%
Project	30%
Exams	20%
Notebook	10%
Total:	**100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3. Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (10%) participation (20%) and quality of work (20%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

Project: You will be scored (30%) on project completion.

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor

saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Exams: You will be scored on written exams (10%) and practical exams (10%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Pastry Chef : Bo Friberg 4th Edition
Optional text: Professional Baking Gisslen 4th Edition
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants -Cravat

TOOLS: As required by assignments.

Term Calendar:
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered
Reading Assignments
Due dates for major requirements
Exam dates

COURSE SCHEDULE

Session One: DEVELOPING A DESSERT MENU: : Main item, secondary item, sauce, garnish

Session Two: PRESENTATION STYLES- Architectural styles of desserts-Research project using print, internet, and other resources for your menu ideas and recipes.

Session Three: DESSERT SAUCES- Flavor development the sauce component

Session Four: CONCEPTION OF YOUR SIGNATURE DESSERT MENU-Present initial concepts, drawings, formulas, rough draft product.

Session Five: SELL YOUR CONCEPT- market your menu

Session Six: ROUGH DRAFT AND CRITIQUE OF DESSERT MENU-Second presentation and critique.

Session Seven: REFINING CONCEPTS- Garnishments to enhance

Session Eight: PRODUCTION OF MENU- Focus on fine tuning.

Session Nine: PRESENTATION OF PROJECTS- Teams One, Two and Three present, Teams Four Five and Six Critique.

Session Ten: PRESENTATION OF PROJECTS -Teams Four Five and Six present, Teams One, Two and Three Critique.

Session Eleven: FINALS
Written Final-Take home

Completed Notebook to include cost cards, production methods and presentation photos of final menu for portfolio.

POLICIES AND PROCEDURES

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Course Length	Refund Deadline*
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1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

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For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2030
BAKERY DESIGN

Course Title and Number: CRT 2030	***Instructor: Tina Powers CMB***
Year and Term: Spring 2008 March 31st to June 12th	***Office Location: OCCI***
Course Credits: 1	***Office Hours: 7:30 to 8:00am/2:30 to 4:00 pm***
Meeting Time/Days: Monday: 9:00 am to 10:00 am	***Office Phone:***
Location :OCCI Classroom	
Bake Sales to be held at Instructors discretion	***E-mail Address: tpowers@socc.edu***

COURSE DESCRIPTION

Theory and methodology behind designing and building a bakery, from location and equipment to menu options and staffing are covered. Students spend lab time designing and creating a bakery. Students bring their concept to life for one hour as a final.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2030 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
1. Understand the importance of planning out a new business	✓	✓	✓	✓	✓
2. Understanding the importance of accurate measurements	✓	✓	✓		✓
3. Understand the science behind baking ingredients for form and function	✓	✓	✓	✓	✓
4. Gain an understand of how ingredients react when exposed to heat as it applies to breads and batters.	✓	✓	✓		✓
5. Become familiar with the terminology, technology, equipment, formulas, measurements, and sanitation involved in baking and pastries.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Use formulas based on bakers percentages, weight and metric measurements	✓	✓	✓	✓	✓
b) Use a bakers scale	✓	✓	✓		✓
c) Use various mixing methods to prepare baked goods.	✓	✓	✓		
d) Prepare rolls, French bread, pies, cakes and cookies to industry standards	✓	✓	✓	✓	✓
e) Create and maintain a professional project notebook	✓	✓	✓		✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
1. Developed and appreciation for sanitation in a bake shop	✓	✓	✓	✓	✓
2. Confidence in their ability to produce quality baked goods	✓	✓	✓		✓
3. An appreciation for the value of teamwork in the operation of a professional bake shop	✓	✓	✓	✓	✓
4. An appreciation for the value of professionalism in a bake shop.	✓	✓	✓	✓	✓

<u>Grading:</u> (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D

POLICY NOTE:
I (incomplete) given rarely

Project	50%
Participation	30%
Notebook	20%
Total:	**100%**

STUDENT RESPONSIBILITIES
METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Project participation: You will be scored based on attendance (30%) and quality of work (20%) Paperwork 10%,

Attendance demonstrates interest. Participation in project demonstrates motivation. Paperwork demonstrates dedication. Being prepared for class demonstrates professionalism.

Participation - Professionalism: You will be scored on teamwork (15%), sanitation and hygiene (10%) equipment (3%) and work speed (2%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Notebook: You will be scored on worksheets (10%) and formulas (10%)

Worksheets are cost assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: LATE WORK WILL NOT BE ACCEPTED

MAKE-UP TEST PROCEDURES:

A missed mid-final/final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Baking Gisslen
Optional text
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants -Cravat
TOOLS: paper, calculator, pencils

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered

CRT 2030 BAKERY DESIGN PROJECT

Each team will develop a concept Bakery using two dimensional design techniques that includes determining the equipment needs, foot print of the Bakery to include production area, sales area and other support areas, a business plan, cost analysis of each menu item, production lists, marketing plan and product line, to successfully launch

"THE IRON BAKER" Bakery.

The concept must be based first on the Menu. This is determined by demographic information, state and local regulations , fire and health codes, along with the creativity of each team member. We will be incorporating all facets of your Spring Quarter classes in this project for a synergy that will help you build a "real world" experience.

Reading Assignments
Due dates for major requirements
Exam dates

COURSE SCHEDULE

Session One:	Project Introduction
Session Two:	Menu Development
Session Three:	Building a Brand/Cost controls- availability, substitution, quantity.
Session Four:	Marketing
Session Five:	Bake Sale Team 1
Session Six:	Bake Sale Team 2
Session Seven:	Bake Sale Team 3
Session Eight:	Bake Sale Team 4
Session Nine:	Bake Sale Team 5
Session Ten:	Bake Sale Team 6
Session Eleven:	Professional notebook presentation and evaluation

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

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate administrator.

REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and

Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2031 BASIC BAKING FUNDAMENTALS I

Course Title and Number: CRT 2031 BAKING FUNDAMENTALS I

Instructor: Tina Powers CMB:

Year and Term: FALL 2008
Office Location: OCCI
Course Credits: 6
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm
Meeting Time/Days: Monday through Friday
8 am to 1:00 pm 3 pm to 8 pm (Serve Safe)Tues/Thursday Office Phone: 541-888-1543
Location Bakery Lab OCCI
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course covers baking and pastry fundamentals, including the history, terminology, ingredients, technology, equipment, storage and sanitation in the bakeshop. Students gain experience in using various mixing, holding and baking methods as well as international techniques to create an assortment of lean yeast doughs, quick breads, fritters, donuts, crisps, cobblers, cookies, pies and tarts.
Prerequisite: Instructor consent.

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.

PRE-REQUISITES:

TAKING FOOD HANDLERS CLASS CONCURRENTLY

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2031 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a) Understand the fundamental principles of baking and pastry.	✓	✓	✓	✓	✓
b) Understand the importance of weighing ingredients.	✓	✓	✓	✓	✓
c) Gain an understanding of factors that control the development of gluten structure.	✓	✓	✓	✓	✓
d) Gain an understanding of the changes that take place in a dough or batter as it bakes.	✓	✓	✓	✓	✓
e) Become completely 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 bakers precentages.	✓	✓	✓	✓	✓
b) Use a bakers scale.	✓	✓	✓	✓	✓
c) Use various mixing methods to prepare baked goods.	✓	✓	✓	✓	
d) Prepare rolls, French bread, pies, cakes and cookies.	✓	✓	✓	✓	✓
e) Create and maintain a professional notebook (lecture and recipes).	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a) Develop an appreciation for the importance of sanitation in a bake shop.	✓	✓	✓	✓	✓
b) Confidence in their ability to prepare quality baked goods.	✓	✓	✓	✓	✓
c) An appreciation for the value of team work in the operation of a professional bake shop.	✓	✓	✓	✓	✓
d) An apprecation for the value of professionalism in a bake shop environment.	✓	✓	✓	✓	✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Lab Participation	40%
Competencies	30%
Professionalism	10%
Exams	10%
Notebook	10%
Total:	**100%**

STUDENT RESPONSIBILITIES
METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (20%) and quality of work (20%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

[redacted]

[redacted]

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety

procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Exams: You will be scored on written exams (10%) and practical exams (10%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Baking : Gisslen 5th Edition
Optional text-Provided by instructor
Handout materials prepared by instructor
Library reserve materials

Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: Fall 2008 Sept. 29, 2008 to December 12th, 2008
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered: Basic introduction to baking/fundamentals
Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

I. HISTORY OF BAKING WEEK ONE:
- A. History of modern bakeries
- B. Organization of modern bake shops
- C. Terminology
- D. Professional notebook, creating and maintaining

II. SANITATION
- A. Introduction to microbiology
- B. Food borne diseased
- C. Personal Hygiene
- D. Food storage, handling and preparation
- E. Cleaning and sanitizing equipment

III. BASIC PRINCIPLES OF BAKING
- A. Formulas and measurement
- B. Mixing and gluten development
- C. The baking process

IV. BASIC INGREDIENTS
- A. Flours, meals, and starches
- B. Fats
- C. Sugars
- D. Liquids, eggs
- E. Leavening agents

V. INTRODUCTION TO YEAST PRODUCTS-WEEK ONE AND TWO
- A. Yeast product types
- B. Mixing methods
- C. Steps in yeast dough production

VI. DOUGH FORMULAS AND TECHNIQUES-WEEK THREE
- A. Bread and rolls formulas
- B. Rolled in dough's: Danish pastry, croissants and puff pastry
- C. Make-up techniques for dough
- D. Quick bread methods

VII. INTRODUCTION TO CAKES-WEEK FOUR
- A. Mixing methods
- B. Production methods
- C. Baking and cooling
- D. Storing

VIII INTRODUCTION TO COOKIES-WEEK FIVE
- A. Mixing methods
- B. Production methods
- C. Baking and cooling
- D. Storing

IX INTRODUCTION TO PIES AND TARTS-WEEK SIX
- A. Pie dough's assembly
- B. Baking blind
- C. Baking and cooling
- D. Storing

X. PASTRIES
- A. Basic kitchen desserts
- B. Choux paste
- C. Basic meringue

XI. FINALS
- A. Written
- B. Practical
- C. Notebook

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

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

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REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2032 BASIC BAKING FUNDAMENTALS II

Course Title and Number: CRT 2032 BAKING FUNDAMENTALS II

Instructor: Tina Powers CMB:
Year and Term: FALL 2008
Office Location: OCCI
Course Credits: 7
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm
Meeting Time/Days: Monday through Friday
8 am to 12:3/1:00 pm (Serve Safe)Tues/Thursday
Office Phone: 541-888-1543
Location Bakery Lab OCCI
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course covers more advanced bakery techniques. Students will learn the production methods for International as well as American and European artisan breads using natural yeasts or levains. The student will learn basic sculpting techniques for bread as well as European style pastries, tarts, petit four sec, and a variety of international cookies. This course covers nutritional baking to include allergy awareness, sugar free, diabetic, reduced sugar and calorie, wheat and gluten free, lactose free and low, reduced and non fat baked goods.

Prerequisite: CRT 2031

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.

PRE-REQUISITES:

TAKING FOOD HANDLERS CLASS CONCURRENTLY

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2031 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a) Understand the different styles of baking in U.S. regions as well as many other nations.	✓	✓	✓	✓	✓
b) Gain confidence in using autolyse steps and employing natural yeast in baked goods.	✓	✓	✓	✓	✓
C) Understand how to create and adjust ingredients to accommodate specialty dietary needs.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Use various mixing methods to prepare baked goods.	✓	✓	✓	✓	✓
b) Prepare artisan style international breads, tarts and cookies.	✓	✓	✓	✓	✓
c) Prepare a multitude of nutritional need specific baked goods.	✓	✓	✓	✓	✓
d) Create and maintain a professional notebook (lecture and recipes).	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a) Develop an appreciation for the wide variety of baking as you travel from nation to nation.	✓	✓	✓	✓	✓
b) An appreciation for the value of team work in the operation of a professional bake shop.	✓	✓	✓	✓	✓
c) An apprecation for the value of professionalism in a bake shop environment.	✓	✓	✓	✓	✓
d) An appreciation for the various nutritional needs and how to make adjustments in the bakery for special dietary needs.	✓	✓	✓	✓	✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Lab Participation	40%
Competencies	30%
Professionalism	10%
Exams	10%
Notebook	10%
Total:	**100%**

POLICY NOTE:
I (incomplete) given rarely

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (10%) and quality of work (10%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

If you are absent more than 5 days in a quarter you will receive a failing grade for the class.

Three tardies make an absence so DO NOT BE LATE TO CLASS!!!

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Competencies: You will receive a total of 30% for all competed.

Partial credit will be given for any completed competencies. To receive the total % points all must be completed at a level of 3 or higher.

Exams: You will be scored on written exams (5%) and practical exams (5%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Baking : Gisslen 5th Edition
Optional text-Provided by instructor
Handout materials prepared by instructor
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: Fall 2008 Sept. 29, 2008 to December 12th, 2008
(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered: Basic introduction to baking/fundamentals
Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

I. ADVANCED PRINCIPLES OF BREAD BAKING
- A. Formulas and measurement
- B. Natural yeast usage
- C. Autolyse process
- D. Mixing and gluten development

II. DOUGH FORMULAS AND TECHNIQUES
- A. Artisan bread and roll formulas
- B. Using starters and sours for bread
- C. Make-up techniques for bread dough

III. PASTRIES
- A. Stuffed croissants
- B. Rolled in dough's: Danish pastry, croissants and puff pastry
- C. Make-up techniques for laminated dough

IV. INTERNATIONAL COOKIES
- A. Mixing methods
- B. Production methods
- C. Baking and cooling
- D. Storing

V. INTERNATIONAL TARTS
- A. Pate Brisse and Pate Sucre
- B. Yeast based tart dough
- C. Baking and cooling
- D. Storing

VI. NUTRITIONAL BAKING
- A. Dietary needs
- B. Diabetic/Sugar Free
- C. Fat free/low fat
- D. Allergy awareness-gluten free, wheat free, lactose free
- E. Vegetarian/vegan

VII. FINALS
- A. Written
- B. Practical
- C. Notebook

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

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate Administrator.

REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure

may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2033
BAKING AND PASTRY: CAKES

Course Title and Number: CRT Baking and Pastry: Cakes

Instructors: Tina Powers CMB
Woojay Poynter MS

Year and Term: WINTER 2008/2009
Course Credits: 5
Meeting Time/Days: Monday through Friday
8 am to 12:3/1:00 pm 3:00 pm to 8:00 pm
Location Bakery Lab OCCI

Office Location: OCCI
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm

Office Phone: 541-888-1543
E-mail Address: tpowers@socc.edu
wpoynter@socc.edu

From classic genoise to modern joconde, this course covers all aspects of building cakes. Students go from the basics of cake making through a complete understanding of cake structure development and how to alter recipes. A variety decorating styles from American birthday cakes, to French wedding cakes are covered.

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.

PRE-REQUISITES:

TAKING FOOD HANDLERS CLASS CONCURRENTLY

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2033 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a) Understand the principles of making and baking a cake.	✓	✓	✓	✓	✓
b) Understand the importance of weighing baking ingredients.	✓	✓	✓	✓	✓
C) Understand the development of gluten when cakes are mixed.	✓	✓	✓	✓	✓
D) Gain and understanding of the changes that take place in the chemical and mechanical leavening process.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Use a variety of mixing methods to produce an assortment of cakes	✓	✓	✓	✓	✓
b) Use a baker's scale.	✓	✓	✓	✓	✓
c) Prepare pound cake, high ratio, sponge based, jaconde, genoise, angel food cake and chiffon cakes.	✓	✓	✓	✓	✓
d) 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) Confidence in their ability to prepare a variety of cakes.	✓	✓	✓	✓	✓
c) An apprecation for the value of team work in the operation of a professional bake shop.	✓	✓	✓	✓	✓
d) An appreciation for the value of professionalism in a bake shop environment.	✓	✓	✓	✓	✓

<u>Grading:</u> (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Lab Participation	40%
Competencies	30%
Professionalism	10%
Projects	10%
Notebook	10%
Total:	**100%**

POLICY NOTE:
I (incomplete) given rarely

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (10%) and quality of work (10%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

If you are absent more than 5 days in a quarter you will receive a failing grade!!!!!!!!

Three tardies make an absence, so DO NOT BE LATE TO CLASS!!!!

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Competencies: You will receive a total of 30% for all competed.

Partial credit will be given for any completed competencies. To receive the total % points all must be completed at a level of 3 or higher.

Exams: You will be scored on written exams (5%) and practical exams (5%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Baking : Gisslen 5th Edition
Optional text-Provided by instructor
Handout materials prepared by instructor
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: January 5th 2009 through March 13th, 2009

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered: Cakes, tortes, and Gateaus, construction of component cakes.

Reading Assignments: see handouts

Due dates for major requirements: see handouts

Exam dates: to be announced

COURSE SCHEDULE

I. HISTORY OF CAKE PREPARATION
- A. History of modern cake techniques
- B. Organization of modern cake shops
- C. Terminology
- D. Professional notebook, creating and maintaining

II. CAKE MIXING AND BAKING
- A. Introduction to mixing methods
- B. Creating cake structure
- C. Hygiene during preparation
- D. Storage
- E. Cleaning and sanitizing equipment

III. BASIC PRINCIPLES OF CAKE PREPARATION
- A. Formulas and measurements
- B. Mixing and gluten development
- C. The baking process

IV. BASIC INGREDIENTS
- A. Flours and starches
- B. Fats
- C. Eggs
- D. Sugar

V. SPECIALTY CAKES
- *A.* Gâteau *and Torten*
- B. Croquembouche
- C. Specialty Event Cakes/Wedding Cakes

VI. FINALS
- A. Written
- B. Practical-projects
- C. Notebook

POLICIES AND PROCEDURES

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REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure

*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2034
SUGAR, MARZIPAN AND PASTILLAGE

Course Title and Number: CRT 2034
Year and Term: Summer 2008 June 23rd to August 22nd
Course Credits: 3
Meeting Time/Days: Mondays through Thursdays: 9:30 am to 2:00 pm
Location : OCCI Classroom

Instructor: Tina Powers CMB
Office Location: OCCI
Office Hours: 7:30 to 8:00am/ 2:00 to 3:00 pm
Office Phone: 888-1543
E-mail Address: tpowers@socc.edu

COURSE DESCRIPTION

This course will take the student through the making and usage of pulled, blown casted and spun sugar. Students will also learn how to make and use marzipan for decorations, fillings and confections. Students will gain a functioning knowledge of how to make, form and present pastillage.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2034 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a) Understand where sugar comes from.	✓	✓	✓	✓	✓
b) Understanding the rich history and the global impact of sugar.	✓	✓	✓	✓	✓
c) Understand the manufacturing process of sugar and its different sources.	✓	✓	✓	✓	✓
d) Understand the structure of sugar and how to invert it.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Make and mold sugar	✓	✓	✓	✓	✓
b) Make and mold marzipan	✓	✓	✓		✓
c) Make and mold pastillage	✓	✓	✓		✓
d) Create and maintain a professional notebook (lectures and recipes	✓	✓	✓	✓	
Attitudes and Values: (Upon completion of the course the learner will have...)					
a) Develop an appreciation for the importance of timing and the effort that goes into every sugar based showpiece.	✓	✓	✓	✓	✓
b) Confidence in their ability to produce quality sugar pieces.	✓	✓	✓		✓
c) An appreciation for the value of teamwork in the operation of a professional bake shop	✓	✓	✓	✓	✓
d) An appreciation for the value of professionalism in a bake shop.	✓	✓	✓	✓	✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Project	50%
Participation	30%
Notebook	20%
Total:	**100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Project participation: You will be scored based on attendance (30%) and quality of work (20%) Paperwork 10%,

Attendance demonstrates interest. Participation in project demonstrates motivation. Paperwork demonstrates dedication. Being prepared for class demonstrates professionalism.

Participation - Professionalism: You will be scored on teamwork (15%), sanitation and hygiene (10%) equipment (3%) and work speed (2%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Notebook: **You will be scored on worksheets (10%) and formulas (10%)**

Worksheets are cost assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: LATE WORK WILL NOT BE ACCEPTED

MAKE-UP TEST PROCEDURES:

A missed mid-final/final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: The Advanced Professional Pastry Chef Friberg
Handouts and text
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants -Cravat
TOOLS: paper, calculator, pencils

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered

Sugar: Care and storage, Cooking stages of sugar, Inverting and coloring sugar

Casting sugar, Spun and poured sugar, Pulling and blowing sugar, Cleaning and sanitizing equipment

Marzipan: Care and storage, History and different varieties of Marzipan Modeling of Marzipan

Pastillage, Gum Paste: Care and storage Making Pastillage . Making Pastillage forms and shapes

Candy making.

Reading Assignments: As per instructor
Due dates for major requirements
Exam dates

COURSE SCHEDULE

Sessions One through Four: Sugar

Sessions Five through Eight: Marzipan

Sessions Nine through Twelve: Pastillage and Gum Paste

POLICIES AND PROCEDURES

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REFUNDS

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Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

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Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2035
CHOCOLATE AND CONFECTIONS

Course Title and Number: CRT 2035	***Instructor: Tina Powers CMB***
Year and Term: Summer 2008 June 23rd to August 22nd	***Office Location: OCCI***
Course Credits: 3	***Office Hours: 7:30 to 8:00am/ 2:00 to 3:00 pm***
Meeting Time/Days: Mondays through Thursdays: 9:30 am to 2:00 pm	***Office Phone: 888-1543***
Location : OCCI Classroom	***E-mail Address: tpowers@socc.edu***

COURSE DESCRIPTION

Students will learn the history of chocolate and its many uses through the ages. Students gain an understanding of how the crystal structure of chocolate is developed and used. Students make free formed and molded chocolate confection. Students also gain a working knowledge of designing and building basic show pieces.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2035 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will…)					
a) Understand where chocolate comes from.	✓	✓	✓	✓	✓
b) Understanding the rich history and the global impact of chocolate	✓	✓	✓	✓	✓
c) Understand the manufacturing process of chocolate from the beans into the edible confection we know today	✓	✓	✓	✓	✓
d) Understand the crystalline structure of chocolate and how it gets tempered.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Temper chocolate by three methods	✓	✓	✓	✓	✓
b) Make ganache and other chocolate fillings	✓	✓	✓		✓
c) Make hand formed chocolates	✓	✓	✓		✓
d) Make molded chocolates	✓	✓	✓		
e) Create and maintain a professional notebook (lectures and recipes	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a) Develop an appreciation for sanitation in the production of chocolate	✓	✓	✓	✓	✓
b) Confidence in their ability to produce quality chocolates and confections.	✓	✓	✓		✓
c) An appreciation for the value of teamwork in the operation of a professional bake shop	✓	✓	✓	✓	✓
d) An appreciation for the value of professionalism in a bake shop environment.	✓	✓	✓	✓	✓

<u>Grading:</u> (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Project	40%
Participation	50%
Notebook	10%
Total:	**100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Project participation: You will be scored based on attendance (30%) and quality of work (20%) Paperwork 10%,

Attendance demonstrates interest. Participation in project demonstrates motivation. Paperwork demonstrates dedication. Being prepared for class demonstrates professionalism.

Participation - Professionalism: You will be scored on teamwork (15%), sanitation and hygiene (10%) equipment (3%) and work speed (2%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

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Work Speed – meets deadlines and uses any spare time productively

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Notebook: **You will be scored on worksheets (10%) and formulas (10%)**

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Neatness demonstrates care and professionalism.

Late work: LATE WORK WILL NOT BE ACCEPTED

MAKE-UP TEST PROCEDURES:

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STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Baking Wayne Gisslen 5th edition
Handouts and text
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants -Cravat
TOOLS: paper, calculator, pencils

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered

I. A. History of Chocolate in Mesoamerica
B. Introduction of chocolate to the Europeans
C. Early uses (beverages)
D. Terminology
E. Professional notebook, creating and maintaining

II. SANITATION
A. Introduction to microbiology
B. Personal Hygiene
C. Food storage, handling and preparation
D. Cleaning and sanitizing equipment

III. BASIC PRINCIPLES OF CHOCOLATE
- A. Care and storage
- B. Melting and tempering of chocolate
- C. Understanding chocolates crystalline structure

IV. CHOCOLATE PRODUCTION
- A. Molded chocolates
- B. Hand dipped chocolates
- C. Building chocolate pieces and structures

FINALS
- A. Written
- B. Practical
- C. Notebooks

Reading Assignments: As per instructor
Due dates for major requirements
Exam dates

POLICIES AND PROCEDURES

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Refund Deadline	
Course Length	Refund Deadline*
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1 week or less	Day before course first meets
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A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2036
BAKING AND PASTRY CENTERPIECES

Course Title and Number: CRT 2036	*Instructor: Tina Powers CMB*
Year and Term: Summer 2008 June 23rd to August 22nd	*Office Location: OCCI*
Course Credits: 3	*Office Hours: 7:30 to 8:00am/ 2:00 to 3:00 pm*
Meeting Time/Days: Mondays through Thursdays: 9:30 am to 2:00 pm	*Office Phone: 888-1543*
Location : OCCI Classroom	*E-mail Address: tpowers@socc.edu*

COURSE DESCRIPTION

A capstone course that merges the student's finest pastry skills with artistic expression. Students will learn to make centerpieces to grand show pieces which include edible cake and confection serving stands and platters.

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.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2036 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a) Understand the different styles of centerpieces and when to use specific styles.	✓	✓	✓	✓	✓
b) Gain confidence in using a combination of different pastry specialties to make one show piece.	✓	✓	✓	✓	✓
c) Understanding different ethnic, religious, social and national differences to create customized centerpieces.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Use an assortment of techniques to prepare a variety of centerpieces.	✓	✓	✓	✓	✓
b) Fashion showpieces from sugar, marzipan, chocolate, pastillage or bread dough.	✓	✓	✓		✓
d) Create and maintain a professional notebook (lectures and recipes	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a) Develop an appreciation for the different cultural symbols and styles for decoration in centerpiece work.	✓	✓	✓	✓	✓
b) Confidence in their ability to produce quality centerpieces.	✓	✓	✓	✓	✓
c) An appreciation for the value of teamwork in the operation of a professional bake shop	✓	✓	✓	✓	✓
d) An appreciation for the value of professionalism in a bake shop environment.	✓	✓	✓	✓	✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Project	50%
Participation	40%
Notebook	10%

Total: **100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Project participation: You will be scored based on attendance (30%) and quality of work (20%) Paperwork 10%,

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Participation - Professionalism: You will be scored on teamwork (15%), sanitation and hygiene (10%) equipment (3%) and work speed (2%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
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Teamwork –has an open mind and pride in work

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TEXT: The Advanced Professional Pastry Chef Friberg
Handouts and text
Library reserve materials
Required reading assignments with due or discussion dates
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SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
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TOOLS: paper, calculator, pencils

Term Calendar:

(The instructor reserves the right to alter dates of presentations and exams/projects.)

Topics to be covered

I. CENTERPIECES
   A. Different varieties
   B. When to use and where
   C. Timing for which pieces to make first
   D. Assembly and structural integrity

II. GARNISHES
   A. Flowers
   B. Ribbons
   C. Animals and figurines

III. MAIN STRUCTURE
   A. Use of neoprene and silicone to cast main structure
   B. Attaching show pieces
   C. Plates and platters – how to make edible serving ware

IV. TRANSPORTATION AND STORAGE
   A. Care and storage
   B. Silica blue, lime and other ways to cut the humidity

V. FINALS
   A. Written
   B. Practical
   C. Notebooks

Reading Assignments: As per instructor
Due dates for major requirements
Exam dates

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For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2040
Culinary Arts for Baking and Pastry Majors

Course Title and Number: CRT 2040 Culinary Arts for Baking and Pastry Majors

Instructors: Tina Powers CMB
Woojay Poynter MS

Year and Term: WINTER 2008/2009
Course Credits: 4
Meeting Time/Days: 8:00a.m.-1:00p.m. Mon/Wed/Fri

Location Bakery Lab OCCI

Office Location: OCCI
Office Hours: 7:30 to 8:00am/1:30 to 2:00 pm
9:30am – 1:00pm Tue/Thur
Office Phone: 541-888-1543
E-mail Address: tpowers@socc.edu
wpoynter@socc.edu

COURSE DESCRIPTION

This course is designed specifically for students specializing in Pastry and Baking Arts. They are introduced to the philosophy of the hospitality industry through its history, growth and development up to present trends. They are instructed in knife skills, hand tool and equipment operation, emphasizing safety. Basic stock, soup and sauce making are included. Cooking techniques and methodology are demonstrated and practiced through the use of herbs and spices, meats, seafood and poultry. Also covered are fruits, vegetables, starches, salads and basic dressings, sandwiches and breakfast products.

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.

PRE-REQUISITES:

TAKING FOOD HANDLERS CLASS CONCURRENTLY

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning,

		community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2023 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a) Understand the growth, development and philosophy of the hospitality industry.	✓	✓	✓	✓	✓
b) Become familiar with leading culinarians, their contributions and influencing cuisines.					
c) Understand the purposes and benefits of professional organizations.	✓	✓	✓	✓	✓
d) Outline the organization, structure and functional area in various hospitality organizations as a perspective for later courses in menu planning, purchasing, food production and service, food and beverage controls, management, etc.	✓	✓	✓	✓	✓
e) Understand the range of activities involved in pre-preparation work for meal service.	✓	✓	✓	✓	✓
f) Gain an understanding of appropriate kitchen terminology.	✓	✓	✓	✓	✓
g) Understand convenience foods – differences in handling fresh and raw ingredients, storage, shelf life, and defrosting.	✓	✓	✓	✓	✓
h) Proper knife handling, kitchen safety, utilization of standard weight and measures included.	✓	✓	✓	✓	✓
i) Understand differences between cooking methods and know when to properly utilize them.	✓	✓	✓	✓	✓
j) Be able to understand the unique qualities of fruits, vegetables and starches and how these qualities are altered through various cooking processes.	✓	✓	✓	✓	✓
k) Understand the demands and standards of the culinary profession.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a) Classic knife cuts and proper hand tool utilization.	✓	✓	✓	✓	✓
b) Standard kitchen equipment operations, emphasizing proper safety techniques.	✓	✓	✓	✓	✓
c) Choose the proper pot or pan for cooking tasks.	✓	✓	✓	✓	✓

d) Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.	✓	✓	✓	✓	✓
e) Outline the procedure for writing a standardized recipe.	✓	✓	✓	✓	✓
f) Prepare written requisitions for recipe.	✓	✓	✓	✓	✓
g) Roast, bake, broil, grill, griddle, sauté, fry, deep fry, boil, steam, poach, braise and stew.	✓	✓	✓	✓	✓
h) Identify fresh and dried herbs and spices, oils, vinegars, condiments, marinades and rubs and how to use them properly and creatively.	✓	✓	✓	✓	✓
i) Identify and prepare meats, seafood, poultry and variety meats using their cooking methods skills.	✓	✓	✓	✓	✓
j) Identify and prepare all classic stocks, basic soups and mother sauces.	✓	✓	✓	✓	✓
k) Identify different salad greens and combine them with various dressings to creatively achieve flavor, texture and color balance.	✓	✓	✓	✓	✓
l) Plate prepared meals considering taste balance and contrast, color, texture, and shape.	✓	✓	✓	✓	✓
m) Prepare and serve classic hot and cold sandwiches.	✓	✓	✓	✓	✓
n) Prepare traditional breakfast items to include meats, eggs, cereals and battered products.	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a) An appreciation for the importance of safety and sanitation in the professional kitchen.	✓	✓	✓	✓	✓
b) An appreciation for understanding the demands of everyday working responsibilities.	✓	✓	✓	✓	✓
c) An appreciation for mise en place and for working in a team using team spirit.	✓	✓	✓	✓	✓
d) An appreciation for the demands and responsibilities of a culinary career.	✓	✓	✓	✓	✓
e) Created and maintained a professional notebook.	✓	✓	✓	✓	✓

Grading: (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Lab Participation	40%
Competencies	30%
Professionalism	10%
Projects	10%
Notebook	10%
Total:	**100%**

POLICY NOTE:
I (incomplete) given rarely

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3. Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (10%) and quality of work (10%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

If you are absent more than 3 days in a quarter you will receive a failing grade for the course

Three tardies make an absence, so DO NOT BE LATE TO CLASS!!!

Professionalism: You will be scored on teamwork (5%), sanitation and hygiene (3%) equipment (2%) and work speed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to dc what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Competencies: You will receive a total of 30% for all competed.

Partial credit will be given for any completed competencies. To receive the total % points all must be completed at a level of 3 or higher.

Exams: You will be scored on written exams (5%) and practical exams (5%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: January 5th 2009 through March 13th, 2009
(The instructor reserves the right to alter dates of presentations and exams/projects.)
TEXT: Hand outs based upon 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.

Begin classes	Monday January 5
Midterm Exam	Tuesday January 18
Herb Paper Presentations	January 28
Final Written Exam	February 5

Reading Assignments: Assigned weekly from text.

Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

I. THE FOOD SERVICE INDUSTRY-DAY ONE

1. History of modern food service, including contributions of leading culinarians.
2. Organization of modern kitchens
3. Modern hospitality industry
4. Professional notebook - creating, maintaining (terminology - French and English, history, lecture notes, techniques, recipes)
5. American Culinary Federation and other Professional Organizations.

II. TOOLS AND EQUIPMENT-DAY ONE

6. Cooking equipment
7. Holding and storage equipment
8. Measuring devices
9. Knives, hand tools, and small equipment

III. KNIFE SKILLS – HANDLING AND MAINTENANCE- DAY TWO AND THREE

1. Selecting the correct knife
2. Sharpening
3. Storing
4. Cutting Techniques-

IV. CLASSIC FOUNDATIONS-DAY FOUR AND FIVE

1. Stocks
2. Soups
3. Mother Sauces

V. BASIC COOKING PRINCIPLES- DAY SIX, SEVEN AND EIGHT

1. Effects of Heat on Food
2. Heat Transfer
3. The art of Seasoning and Flavoring

VI.BASIC COOKING TECHNIQUES-DAY NINE, TEN, ELEVEN AND TWELVE

DRY HEAT METHODS

1. Marinating
2. Sautéing
3. Broiling and grilling
4. Shallow and deep fry

MOIST HEAT METHODS

5. Poach, boil, and simmer
6. Braising

VII. VEGETABLES, STARCHES AND FRUITS- DAY THIRTEEN, FOURTEEN AND FIFTEEN

1. Identifying quality
2. Handling and storage
3. Effects of heat

VIII. SALADS, DRESSINGS AND SANDWICHES-SIXTEEN, SEVENTEEN AND EIGHTEEN

1. Identifying quality
2. Handling and storage
3. Vinaigrettes and Emulsified Dressings
4. Sandwich preparations and presentations

IX. BREAKFAST- DAYS NINETEEN AND TWENTY

1. Eggs, egg cookery, breakfast fare and breakfast buffet

X. PREPREPARATION FOR SET AND EXTENDED MEAL SERVICE- DAYS TWENTY-ONE AND TWENTY TWO

1. Set meal service
   a. Customers eat at once
   b. Quantity meal cooking
   c. School cafeterias, banquets, employee dining rooms, catering and weddings
   d. Long holding affects and leftover utilization.
2. Extended meal service
   a. Customers eat at different times
   b. A la carte cooking
   c. Restaurants, hotels and resorts
   d. Leftovers

FINAL PRACTICE AND PRACTICAL, DAY TWENTY THREE AND TWENTY FOUR.

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

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

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate Administrator.

REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2042
WEDDING CAKES - SPECIALTY CAKES

Course Title and Number: CRT 2044 Beverage
Year and Term: Spring 2008
Course Credits: 3
Meeting Time/Days: Wednesdays 10:00 am to 2:30 pm
Location Bakery Lab OCCI

Instructor: Tina Powers CMB:
Office Location: OCCI
Office Hours: 7:30 to 8:00am/2:30 to 4:00 pm
Office Phone: 541-888-1542
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course will focus on the successful execution of modern day wedding cakes and specialty cakes. Students will learn a brief history of the wedding cake with the focus on today's styles and trends. Setting up cakes and marketing strategies will be covered in this course in addition to construction of a wedding or specialty cakes.

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.

PRE-REQUISITES:

HEC 9932 FOOD HANDLER CERTIFICATE OR SERVESAFE CERTIFICATE
And instructor consent

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and

		empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2042 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a.) Understand the history and importance of wedding and specialty cakes in our culture	✓	✓	✓	✓	✓
b.) Gain an understanding of different styles of wedding cakes and specialty cakes in the United States and in other parts of the world.	✓	✓	✓	✓	✓
c.) Understand what types of options are available from design through deliver and set up of wedding and specialty cakes.	✓	✓	✓	✓	✓
d.) Comprehend the different styles of cakes available in the market	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a). Demonstrate a basic knowledge of wedding cake construction.	✓	✓	✓	✓	✓
b). Prepare at least two different styles of wedding cakes	✓	✓	✓	✓	✓
c). Prepare one croquembouche (French style wedding cake).	✓	✓	✓	✓	✓
d). Design, deliver and set up a wedding or specialty cake (Iron Baker Project)	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a). an appreciation of the importance of wedding cakes and specialty cakes	✓	✓	✓	✓	✓
b). An appreciation for the care needed when dealing with customers in this particular situation.	✓	✓	✓	✓	✓
c). An appreciation for the various styles of cakes and how to help the consumer make the best choice given style, location, cultural and budget concerns.	✓	✓	✓	✓	✓

<u>Grading:</u> (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Lab Participation	60%
Professionalism	10%
Exams	20%
Notebook	10%
Total:	**100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3. Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (20%) and quality of work (20%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

Professionalism: You will be scored on teamwork (5%), sanitation and hygene (3%) equipment (2%) and workspeed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Exams: You will be scored on written exams (10%) and practical exams (10%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Pastry Chef : Bo Friberg 4th Edition
Optional text- Professional Baking Gisslen 4th edition
Handout materials prepared by instructor
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes –

Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: Spring 2008 March 31, 2008 to June 12th, 2008
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered: Beverages and tea service/ Accompanying sweet and savory items
Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

Session One: INTRODUCTION TO WEDDING CAKES AND SPECIALTY CAKES
History and Terminology

Session Two: LAY OUT AND DESIGN OF WEDDING CAKES-How to build it to make a memory

Session Three: MARKETING YOUR CAKE IDEAS-Let your imagination soar!

Session Four: LAY OUT, DESIGN AND PRODUCTION OF CROQUEMBOUCHE-Choux paste production.

Session Five: BUSINESS STRATEGIES-How to reach your customers

Session Six: DELIVERING STRATEGIES- Getting it there is half the fun

Session Seven: PASTILLAGE, GUM PASTE AND LACE WORK-Putting the topper on the cake

Session Eight: INTERNATIONAL WEDDING CAKES-European, Asian, South American

Session Nine: SPECIALTY CAKES FOR CATERING-Commercial applications for company parties, special events

Session Ten: FINAL PRESENTATIONS

Session Eleven: FINALS
A. Written
B. Practical
C. Notebooks

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

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate administrator.

REFUNDS

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.

Refund Deadline	
Course Length	Refund Deadline*
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week

1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to departure
*100% refund without responsibility of a grade	

For courses 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 second week of classes. The refund procedure only extends through the second week of the term.

For courses 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 course is scheduled to meet.

For courses 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 course is scheduled to meet the first time. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund. Fieldtrip courses preceded with an "R" symbol in this schedule have a refund period of five business days prior to the course's departure.

Students who feel that their circumstances are extraordinary and warrant exception from this procedure may appeal to the Student First Stop Center in Dellwood Hall by completing a Request for Refund and Exception to Procedure form.

The credit balance refund process begins the third 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 College or the U.S. Department of Education are deducted. When the refund amount is less than $5.00, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5.00 should make payments at the time of registration and this will serve as notice of the amount due.

A student withdrawing from courses AFTER the refund period is responsible to pay the balance due on any Federal Student loans, Educational Student Loans, and accounts receivables.

Syllabus CRT 2044
Afternoon Tea and Beverage Celebrations

Course Title and Number: CRT 2044 Beverage
Year and Term: Spring 2008
Course Credits: 5
Meeting Time/Days: Thursdays 8:00 am to 1:00 pm lect/lab
Friday 8:00 am to 2:30 pm lab
Location Bakery Lab OCCI

Instructor: Tina Powers CMB:
Office Location: OCCI
Office Hours: 7:30 to 8:00am/2:30 to 4:00 pm
Office Phone: 541-888-1542
E-mail Address: tpowers@socc.edu
Phone Number: 971-998-5450

COURSE DESCRIPTION

This course will focus on the history of beverage service including tea, coffee and chocolate. Students will develop the skills to prepare the beverages as well as an assortment of sweet and savory accompaniments. Students will also learn basic service skills. Students will execute four public events during this course to include high tea.

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.

PRE-REQUISITES:

HEC 9932 FOOD HANDLER CERTIFICATE OR SERVESAFE CERTIFICATE
And instructor consent

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global-Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and

		empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CRT 2044 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will...)					
a.) Understand the history and rational for traditional styles of beverage service in different regions of the world	✓	✓	✓	✓	✓
b.) Gain an understanding of the industry standard terminology for beverage service.	✓	✓	✓		✓
c.) Understand when to offer sweet and/or savory accompaniments to a beverage service.		✓	✓	✓	✓
d.) Comprehend the different styles of beverages and when to offer one or multiple choices.	✓	✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a). Demonstrate a basic knowledge of tableside and buffet set up and service.	✓	✓	✓	✓	✓
b). Prepare various teas, coffees, and chocolate beverages from around the world.	✓	✓	✓	✓	✓
c). Identify and use a selection of assorted coffee/tea urns, espresso makers, percolators, French press and steamer beverage makers.	✓	✓	✓	✓	✓
d). Produce a wide variety of sweet and savory baked goods for the traditional tea service.	✓	✓	✓	✓	✓
e). Demonstrate a variety of beverages preparation methods to include percolating, steaming, boiling, brewing, and infusion	✓	✓	✓	✓	✓
f). Identify and use bulk and bagged teas from around the world	✓	✓	✓	✓	✓
g). Identify and prepare coffee and espresso	✓	✓	✓	✓	✓
h). Identify and prepare hot and cold chocolate beverages	✓	✓	✓	✓	✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a). an appreciation of the importance of service levels in a dining setting	✓	✓	✓	✓	✓
b). An appreciation for the importance of service styles as they pertain to different regions, cultures, tastes and events.	✓	✓	✓	✓	✓
c). An appreciation for the various styles of beverage service and culinary	✓	✓	✓	✓	✓

<u>Grading:</u> (i.e. class participation, homework assignments, quizzes, exams, papers and projects)

PERCENT	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Lab Participation	60%
Professionalism	10%
Exams	20%
Notebook	10%
Total:	**100%**

STUDENT RESPONSIBILITIES

METHODS OF LEARNING:

1. Reading and studying the textbook
2. Asking questions and taking notes in lecture
3 Using lab time effectively
4. Contributing to discussions

Lab participation: You will be scored based on attendance (20%) participation (20%) and quality of work (20%)

Attendance demonstrates interest. Participation in discussions demonstrates motivation. Paperwork demonstrates dedication. Lab work demonstrates human and technical skills. Being prepared for class demonstrates professionalism.

Professionalism: You will be scored on teamwork (5%), sanitation and hygene (3%) equipment (2%) and workspeed (1%)

Being on time and prepared for class, working in a clean efficient manner, finishing assigned tasks and working with others to attain excellence.

Poor work habits - being late to class, being out of uniform, not making a work plan, working in a disorganized space, being careless with or wasting supplies, forgetting what has or has not been added, not cleaning up as you go.
Not following written directions - not paying attention to the recipe, i.e. not being able to go ahead after a reasonable amount of assistance, not following procedures outlined in sequence, or not using the recipe at all. Needing excessive help to go ahead - not taking initiative to solve problems, or continuously asking to be told every step of the way.

Teamwork –has an open mind and pride in work

Refusing to cooperate with your fellow students or staff. Being argumentative. Poor service of food - not attempting to serve food attractively, not serving at the designated time or temperature, not setting table up.Poor cleanup - not following courteous procedures in the dish room during class. Not doing a perfect job of your cleanup task(s) before leaving for the day.* **Leaving before everyone has finished their task- zero points for teamwork**

Sanitation and Hygiene - wears clean, complete uniform, is well-groomed

Poor safety and sanitation - being careless in personal habits licking fingers etc... not following safety procedures with equipment or spills.

Equipment –has appreciation of and respect for it

Poor utilization of equipment - not selecting tools for the task, abusing or not making use of labor saving devices.

Work Speed – meets deadlines and uses any spare time productively

Not following directions - i.e. talking while directions are being given, not listening, or refusing to do what is asked. Lack of self control - getting excited when things go wrong, not taking initiative to overcome adversity. Not adjusting your pace to the situation or progressing toward a competitive pace.

Exams: You will be scored on written exams (10%) and practical exams (10%)

Quizzes test mastery of the reading assignment. The final examination includes all quiz questions and is comprehensive. Lab grades are based on preparation, sanitation practices, teamwork, knowledge of equipment, and work speed. This is how points are distributed how they can be lost for the day.

Notebook: You will be scored on worksheets (5%) formulas (4%) and neatness (1%)

Worksheets are homework assignments both from the book and instructor assignments. These are due each week. Late work will be penalized 25% for each day late. After four days, no points will be given.

Formulas are required to be converted for practice with bakers math. All computations are to be completed for costing practical experience.

Neatness demonstrates care and professionalism.

Late work: All late work will be penalized 25% per day up to four days. After that, no late work will be accepted and you will receive zero points.

MAKE-UP TEST PROCEDURES:

Missed quizzes may be made up by writing out the answers to the end of chapter questions for the reading assignment that day. A missed final may be made up by appointment only if the instructor is notified before the final day.

STUDENT WORK:

Graded work will be returned at the next class meeting after it is turned in. Any paperwork leftover will be returned in the U.S. mail after the last day of classes if requested before the last day of class, otherwise will be destroyed at the Instructors discretion.

TEXT: Professional Pastry Chef : Bo Friberg 4th Edition

Optional text- Handout materials prepared by instructor

Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

SUPPLIES: 3" binder with index tabs (which will be your "Laboratory Workbook"), pen or pencil, and high lighter, pocket calculator. PERSONAL UNIFORMS AND TOOLS ARE REQUIRED FOR THIS COURSE.
UNIFORM: Cleaned and pressed OCCI White Chef's Jacket –Baker's Hat – Black Work Shoes – Uniform pants - Cravat
TOOLS: Chef's tool kit required by assignments.

Term Calendar: Spring 2008 March 31, 2008 to June 12th, 2008
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered: Beverages and tea service/ Accompanying sweet and savory items
Reading Assignments: see handouts
Due dates for major requirements: see handouts
Exam dates: to be announced

COURSE SCHEDULE

Session One: INTRODUCT TO BEVERAGES
- A. Terminology
- B. Professional notebook, creating and maintaining

Session Two: BEVERAGE SERVICE SKILLS
- A. Table set up and service
- B. Buffet set up and service
- C. Catering set up and service

Session Three: TEA
- A. History
- B. Cultural differences
- C. Types and styles

Session Four: COFFEE
- A. History
- B. Cultural differences
- C. Types and styles

Session Five: CHOCOLATE
- A. History
- B. Cultural differences
- C. Types and styles

Session Six: HIGH TEA
- A. History
- B. Savories
- C. Sweets
- D. Mid-term project due

Session Seven: COFFEE HOUSE

A. History
B. Methods
C. The Starbucks Phenominon
D. Barista
E. Coffee shop baked goods

Session Eight: BUFFETS

A. Savorys and Sweets
B. Baking production methods
C. Buffet Presentation

Session Nine: CATERED EVENT PLANNING

A. Serving suggestions for assorted chilled beverages
B. Catered affair presentations

Session Ten: FINAL EVENT

A. Student Themed Event featuring signature items
B. Cost project and Marketing plan presentation

Session Eleven: FINALS

A. Written
B. Practical
C. Notebooks

POLICIES AND PROCEDURES

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Oregon Coast Culinary Institute

Student Handbook

September 2008

Attendance

- Professionals in the food service industry have significant responsibilities which require them to be consistently punctual, appropriately attired, appropriately equipped, and at work on the days and shifts scheduled.
- OCCI has a strict attendance policy and attendance will be taken daily.
- No more than THREE absences will be allowed per term. More than that will be subject to disciplinary action by the Executive Director, including, but not limited to, drop of academic grade and/ or fail of course. Two tardies equal an absence.
- In addition to the academic courses required of the OCCI program, Students that have been identified as having need for remedial coursework may be required to attend addition courses.
- Attendance requirements of OCCI students in academic and remedial classes are the same attendance requirements for OCCI students in OCCI classes.

ACF Competitions

- Students are selected by the OCCI faculty and staff to participate on ACF competition teams on a competitive basis.
- The process for selection will be announced in all classes so that all interested students have an opportunity to apply.
- The selections of the team members (and any alternates) by the OCCI faculty and staff are final and may not be appealed.
- Team members are expected to participate in a rigorous training schedule to prepare for competition. Excessive absences from scheduled training or fundraising functions will result in removal from the team.
- Since team members will be representing OCCI and the College to our colleagues in the food service industry and to the general public, the highest standards of hygiene, safety, ethics, professionalism, and appropriate behavior must be upheld. Any failure to meet the expectations of the faculty or administration for professionalism while representing OCCI and the College will result in disciplinary action.

Alcohol Service and Alcohol Server Education Class

- OCCI may serve alcohol in conjunction with a banquet or catering. Oregon law requires you to have a service permit if you work at a business with a liquor license that allows customers to drink on the premises and you mix, serve, or sell alcohol in any manner. Managers who supervise employees who mix, serve, or sell alcohol must also have a service permit. Employees of a licensed business must not sell or serve alcohol without a valid service permit.
- A service permit is issued by the Oregon Liquor Control Commission to employees who serve alcohol in restaurants, taverns, nightclubs, bars, lounges, private clubs, and similar businesses. A service permit is good for 5 years.
- No student at OCCI will be allowed to mix, serve, or sell alcohol without a valid Oregon Liquor Control Commission alcohol service permit.

- Receiving an alcohol service permit is a two-part process: 1) you must complete an application and your employer (OCCI) must submit the form with a $23 fee and 2) you must take and pass an Alcohol Server Education class (which also has a fee).
- As part of each student's comprehensive culinary education, there will be an opportunity to complete an application for an alcohol service permit and participate in an Alcohol Server Education class.
- OCCI students may mix, sell, or serve alcohol only after you have completed and signed the application form, paid the $23 fee, and OCCI has verified your age and identity and signed the application form. You will receive a temporary permit this is good for 45 days.
- If you take and pass the Alcohol Server Education class, the class is good for 2 years. You may apply for a permit any time within those 2 years. However, if you submit an application first, the application is good for only 45 days.
- If you are under 18 years old, you cannot received an alcohol service permit. If you are between 18, 19, or 20 years old, you can get a minor service permit. With a minor service permit, you may serve, pour, and draw alcoholic beverages only in areas of the business not prohibited to minors where alcohol service is secondary to food service. You may not mix drinks nor work as a bartender or cocktail server.

Breaks

- Classroom breaks are scheduled by each faculty member to coincide with the instructional program.
- Students may not take a break other than at the times scheduled by their instructor, which may vary from day to day.
- Students may take their breaks in the culinary classrooms or kitchens, in the locker rooms, adjacent to the east loading dock (the only allowed smoking area).
- Students may not take a break or congregate in the lobby, demonstration kitchen area, or around the fireplace at any time.

Books

- The use of culinary and academic textbooks is included in the price of OCCI. Students will receive textbooks to use during the quarter in which instruction is scheduled.
- Books, other than Culinary, remain the property of OCCI and must be returned at the end of each class in good condition to be re-used by future students. Students will be charged for all unreturned books.
- Students are permitted to use highlighters in their books.

Catering and Banquets

- OCCI will occasionally host a banquet or reception on campus or cater a function off campus. When it is consistent with the curriculum, students may be required to assist in the preparation or serving of banquets and catering during regularly scheduled class times.

- Outside of regularly scheduled class times, students may *volunteer* to assist in the preparation and serving of banquets or catering to improve their skills or build their portfolio of experience.
- Some OCCI banquets or catering will be exclusively for the benefit of the Escoffier Club. Students who are on ACF competition teams and expect to benefit from Club activities are expected to participate in these functions as part of their team training and commitment to the team.
- Students participating in banquets and catering, whether as part of a regularly scheduled class or as a volunteer, are representing OCCI and the College to our public. The highest standards of hygiene, safety, ethics, professionalism, and appropriate behavior must be upheld. Any failure to meet the expectations of the faculty or administration for professionalism while representing OCCI and the College will result in disciplinary action.

Class Cancellations

- Due to the mild climate on the coast it is very rare to have a cancellation of classes due to weather; on the rare occasions that it has happened, it has been due to snow or high wind warnings. Occasionally, class may be cancelled due to an extended electrical outage.
- If class is cancelled for any reason, the College will notify KCBY television (Channel 4 on local cable) and KYTT radio (98.7 FM). Students should listen to the morning news on these stations if there is a possibility that classes may be cancelled.

Class Schedule

- The start and end time of classes is scheduled to meet the number of contact hours of instruction required for accreditation of the Culinary Arts degree or Pastry and Baking degree.
- Academic classes for OCCI students are scheduled around culinary and pastry/baking classes so there are no time conflicts.
- Each academic course for OCCI students is offered only once per year as a cohort class (at no additional charge for tuition, fees, or books). If a student is unsuccessful in passing the class when it is offered to the cohort, or chooses not to take the class at that time, it is the responsibility of the student to retake the class at the student's expense.

Cohorts

- Class cohorts are pre-determined by Oregon Coast Culinary Institute and all students are required to participate in the cohort to which they are assigned.
- Students may not normally switch between cohorts once classes have begun to assure that there are no lapses in their culinary instruction.
- There is usually no opportunity for students to switch cohorts before classes begin in the fall due to all classes being full.
- Only the Director of OCCI can approve a transfer between cohorts.

Damage to College Property

- Students are expected to act professionally at all times and respect the College's investment in facilities, equipment, and furnishings. Students may not damage College property through intentional vandalism, failure to follow established procedures, or neglect. Students whose action or inaction causes loss will be disciplined.
- This includes, but is not limited to carving on bathroom partitions or picnic tables, writing on classroom tables, misuse of fire extinguishers, damage to classroom equipment, breaking small wares by misuse, and damage to the physical facility.

Dangerous Weapons

- College administrative procedures generally prohibit any person from possessing dangerous weapons on campus (except peace officers in the performance of their duty). This includes guns, knives with blades longer than three inches, and other weapons that fire a projectile.
- Students are allowed to possess and use knives with blades longer than three inches while in Culinary class.
- Students are allowed to store their knife kits in their secured lockers or in their locked vehicles.
- Students are allowed to transport their knife kits on campus between culinary classes and their vehicle in a closed knife case. Students are not permitted to take their knife kits to any class outside of the OCCI building.

Disciplinary Action

- The College and OCCI may implement disciplinary action for violations of College policies and procedures, violation of the Student Code of Conduct, or violations of professional standards or conduct.
- In addition to College disciplinary actions, the Director of OCCI may impose additional penalties upon students. These include, but are not limited to, termination of College or OCCI scholarships, removal from a competition team, rescinding support for an externship placement, withholding letters of recommendation, or banning a student from participating in banquets or catering.
- If any disciplinary action results in a student being unable to complete the required curriculum, the student will be required to pay the appropriate fees to retake the missed classes.
- If a student misses class as a result of disciplinary action caused by putting the public, other students, the College or OCCI at risk, the student will only be allowed back into class with permission of the Director of OCCI and the Dean of Administrative Services.

Drug and Alcohol Policy

- Minors in Oregon may not consume alcohol, even in conjunction with an educational program. This means that if the OCCI class goes on a field trip to a winery or distillery, minors may not taste alcohol AT ALL. They are not even allowed to taste it and spit it out. This means that students in class may not taste alcohol AT ALL that is used in the food preparation process.
- Violation of this liquor law regulation by students will jeopardize the College's and OCCI's reputation and integrity. Students are subject to Minor In Possession (MIP) charges and fines, expulsion from student housing and from the College. Adults present while a minor consumes alcohol are subject to "Furnishing Alcohol to a Minor" charges and a $1,000 fine per incident.
- Possession by students of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned, or occupied by the College at any time shall be viewed as a violation of the Student Conduct Code.
- Violation of the College's Drug and Alcohol Policy carries with it penalties as described in the Student Conduct Code. Additionally, students may lose eligibility for federal financial aid or other institutional aid. Southwestern's campus public safety officers are empowered to issue MIP (Minor in Possession) or PCS (Possession of a Controlled Substance) citations.
- A Student Assistance Program as well as a variety of local services are available to students who seek help for a chemical dependency. Contact the Counseling Center for more information.

Emergencies

- To contact a student in the case of an emergency, call the College switchboard (541-888-2525); the switchboard operator will check the student's class schedule and get a message to the student.
- In the event of an emergency at OCCI, call 9-911 to request emergency assistance.

Escoffier Student Club

- The Escoffier Club is open to all OCCI students and other students interested in gastronomy. Select student activities and the social accountability to the community.
- Club fundraising events pay all of their own expenses (food, decorating, linens, etc.) out of their Club account and all gross revenue is credited to the Club's account.

Externships

- Every student must complete an externship to earn a degree from OCCI. An externship is a three-way agreement between an employer (whether the externship is paid or not), the student, and the supervising faculty member clearly defining the learning outcomes of the externship experience.
- It is the responsibility of each student to secure an appropriate externship placement with a willing employer. The faculty and staff of OCCI will work with students to identify potential placements and make appropriate referrals; however, because an

externship placement is at the discretion of an external entity, OCCI cannot guarantee a placement.

- Many factors impact the ability of students to secure an externship placement. These include attitude, hygiene, appearance, professionalism, interviewing skills, culinary competencies, quality of portfolio, time of year, the economy, and the strength of faculty recommendations.
- Every student should be thinking about his or her externship placement from the first day of class. Employers considering an OCCI student for an externship want to know about absenteeism, punctuality, professionalism, attitude, work ethic, culinary competence, and ability to work as part of a team. *Determine from the first day of class how you want your instructors to be able to answer those questions* and perform accordingly.

Facial Hair

- Beards and sideburns must be kept neatly trimmed.
- If a beard is longer than 1/2 inch it must be netted.
- Moustaches must be kept neatly trimmed so that they do not grow over the lip.

Food and Beverage

- Food and beverage that are part of a course may only be consumed or taken home at the end of class AND only with permission of the instructor.
- Any unauthorized consumption of food or beverage will result in disciplinary action.
- At no time will students be allowed to take home unprepared food or beverage.

Graduation

- College policy allows students to participate in graduation when they have completed their degree or certificate.
- Because of the large number of OCCI students who participate in graduation and the extended schedule of classes, OCCI students may not typically participate in the College's spring graduation ceremony.
- OCCI students will have a separate graduation ceremony near the end of their culinary and academic instruction (in August), prior to leaving the campus for their externship.
- The College has strict deadlines to apply for graduation. All OCCI students must meet the deadlines to participate in the OCCI graduation ceremony. The College charges a nominal fee for graduation that must be paid by each student. Applications for graduation are located in the Dellwood Hall lobby. The graduation fee should be paid to a representative in the Student 1st Stop Center. Deadlines for applying for graduation are published in the Schedule of Classes.

Grievance Procedure

- The College has a formal grievance procedure that is to be used by all students, employees, and any member of the public who feels that he or she has not been treated in accordance with the College's policies and procedures. The entire grievance procedure is included at the end of this handbook.

Hair

- For health and safety purposes, hair needs to be clean and neatly maintained at all times.
- Students are required to wear their OCCI-issued hats at all times when in the kitchen. All hair must be kept up and under the hat unless netted.

Lockers

- Lockers are provided for student use in the OCCI locker rooms. At the beginning of the OCCI program, students will select a locker to use for the year by signing up on a list.
- Students must supply their own lock; combination locks are recommended.
- OCCI does not have storage space for students or the contents of their lockers; locker contents will be disposed of immediately.

Parking

- Students are allowed to park in any public parking area on campus. Students may not park on the east or south side of the OCCI building.
- Be sure to obey all posted signs (Visitors Only, RSVP Parking, Police Parking, Disabled Parking, Loading Zone, Fire Zone, One Way) including restricted parking areas.
- Parking restrictions apply on campus 24 hours a day. College Public Safety officers will issue City of Coos Bay parking citations for violations. The College cannot reverse or cancel a parking citation once issued.

Personal Electronics Use

- Cell phones are not allowed in any OCCI classroom.
- Faculty and staff telephones are not available for personal calls. There are free telephones in each locker room for student use (local calls only).
- Students will not be called out of class for telephone calls unless it is an emergency.
- No form of digital music players (e.g. ipods) or similar devices which distract students are allowed in the classroom.
- Personal computers are not allowed in the culinary kitchens or classrooms.

Personal Hygiene

- Every food service professional involved in the preparation or presentation of food to the public must maintain high standards of personal hygiene and appearance at all times. All students must adhere to the following standards.
- No strong perfumes, colognes, or body odor are allowed.
- No toothpicks or gum chewing.
- No excessive use of makeup.
- No fingernail polish or acrylic nails.
- No jewelry except for commitment rings and wrist watches. No other jewelry, earrings, or body piercings are allowed.

Sanitation

- Maintaining sanitary practices is crucial to your success in the food service industry. OCCI has high standards of sanitation and correct sanitation procedures will be taught and demonstrated.
- All students must complete Serve Safe course and successfully earn a food handler's card as part of the curriculum.
- Unsanitary practices will result in the loss of points in OCCI classes and possible decreases in course grades. Repeated incidences of unsanitary practices may result in removal from the program to protect the health of other students and/or the public.

Scholarships

- All scholarships are initially processed through the College or the College Foundation and are then credited to a student's account by the Financial Aid office.
- Students who have received scholarships from organizations other than the College or College Foundation must bring a check from the organization or a letter on the organization's letterhead committing to the scholarship *to the College Foundation office* before it can be credited to a student's account.
- Promised scholarships that are not paid to the College or College Foundation by the awarding organization in a timely manner will be removed from the student's account and the student will be liable for any balance due.
- Scholarships of $500 or more will be split between the first three terms of instruction.
- Scholarships awarded by the College for Pro-Start participation will be credited to the student's account upon satisfactory evidence of completion of the Pro-Start program.
- Scholarships awarded to a student's account for visiting the campus and subsequently enrolling in the program will be credited during the first term.

Sexual Harrassment

- Sexual harassment is defined as: Any repeated and unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange or career advancement, or creates an intimidating, hostile, or offensive environment for one of the involved parties. If

you believe you have been sexually harassed, you should contact the Dean of Administrative Services in Tioga 512 or 541-888-7206.

Smoking

- The College has a "No Smoking" policy (# 5.010) that prohibits the use of tobacco of any kind, by any person, in any building, room, or vehicle that is owned, rented or used by the College AND all areas within ten (10) feet of any door into College buildings. This means that there is absolutely no smoking in OCCI, outside the doors of OCCI, or on the patios under the overhangs by any persons.
- There is only one area where students are allowed to smoke at OCCI: beyond the east loading dock. Smoking may only occur away from the building, on the ground, not on the loading dock.
- Cigarette butts or other tobacco products must be disposed of in the steel ashtrays in the smoking area. Any accumulation of cigarette butts or other tobacco products on the ground or landscaped areas will result in cancellation of smoking privileges for all OCCI students.
- Cigarettes must not be extinguished on the wooden tables or building.
- Students will only be allowed to smoke during scheduled class breaks. Students are not allowed to smoke while taking restroom breaks while class is in session.
- Students that smell of smoke will be asked to leave class.
- Local health regulations require that you wash your hands after smoking before resuming food handling.

Student Code of Conduct

- Standards of Conduct
  1. Students have the responsibility to obey and follow College policy and procedures, the Associated Student Government (ASG) bylaws, federal and state statutes, and city ordinances. The ASG constitution and bylaws and College policy and procedures shall provide means for student involvement.
  2. Students are responsible for fulfilling the requirements of their courses.
  3. Students are responsible for the effects of their decisions and behavior that become destructive to the educational goals and processes of Southwestern Oregon Community College.
  4. Anyone who is required to register as a sex offender under ORS 181.592-181.607 (sexual offender registration) or has been ordered by any court, parole board or other public agency to not have contact with persons under the age of 18 must notify the Office of Administrative Services at Southwestern Oregon Community College (1988 Newmark, Coos Bay OR 97420) in writing within one business day of registering for any class at the College.
- Violations: the following activities may result in disciplinary action:
  1. Academic Plagiarism: The intentional submission for evaluation to a college instructor or administer of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of material's true source.

2. Academic Cheating: 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 regulations established by the evaluator and disclosed in a reasonable manner.
3. Animal Abuse: intentionally, knowingly, or recklessly causing physical injury to an animal in violation of ORS 167.
4. Furnishing false information to the College with the intent to deceive.
5. Forgery, alterations, or misuse of College documents, records, or identification cards.
6. Detention, physical abuse, or conduct that threatens imminent physical abuse of any person in the College community.
7. Malicious destruction, damage, or misuse of College or personal property on the College campus. College property is defined as all real and/or tangible property owned or controlled by the College, including but not limited to buildings, grounds, equipment, motor vehicles, library or other instructional materials.
8. Theft or extensive damage to another's property at the College or College-related environment.
9. Participating in hazing.
10. Possession, use, or threatened use of firearms, ammunition, knives, explosives, dangerous chemicals, or any other objects as weapons on College property, except as expressly authorized by law or institutional regulations.
11. The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned, or occupied by the College at any time when classes or student activities are scheduled.
12. Sexual Harassment: Repeated and unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange or career advancement, or creates an intimidating, hostile, or offensive environment for one of the parties.
13. Substantial and material interference with the operation of the College.
14. Failure to comply with the terms of any penalties applied under this Student Conduct Code.
15. Disorderly Conduct: Disorderly conduct is defined as knowingly and intentionally engaging in violent, tumultuous, or threatening behavior which: results in inconvenience, annoyance, or alarm, creates unreasonable noise, or disturbs any lawful assembly of persons.
16. Eluding or attempting to elude a College Public Safety officer who is pursuing official duty.

- Penalties

1. One or more of the following penalties may be imposed by the Dean of Instruction for any of the above violations (VIB) or any other violations of Board policies or College administrative rules and regulations:
    a. Admonition: A written reprimand to the student from the Dean of Instruction.
    b. Disciplinary Probation: Imposition of a probationary status for which further violations may result in additional disciplinary action, including suspension. Disciplinary probation may be imposed for any length of time

up to one calendar year and the student shall be automatically removed from probation when the probation period expires.

c. Withholding of a Transcript or Degree.
d. Bar Against Readmission.
e. Restitution: Reimbursement for costs of damage to a person or property or of a misappropriation of property. Restitution may take the form of repair, service, or other compensation.
f. Suspension of Rights or Privileges: Imposes specific limitations on, or restrictions to, the status of a student's enrollment or access to the College.
g. Suspension of Eligibility for Official Athletic and Other Extracurricular Activities: Prohibits the student from joining a registered student organization and participating in its activities, attending its meetings, and/or from participating in official athletic or other extracurricular activities for any length of time up to one calendar year.
h. Denial of Degree.
i. Suspension: Dismissal from the College for a definite period of time. During a period of suspension the student is prohibited from registering for any credit or non-credit class sponsored by the College and may be barred from entering the College campus except with the permission of the Dean of Instruction. The conditions of readmission, if any, shall be stated in the order of suspension.
j. Expulsion: A permanent separation from the College.
k. Withdrawal from class for remainder of a term.

2. Faculty may assign a failing grade for paper/test or course as a disciplinary action where appropriate. Faculty may also require a student to leave the classroom at any time for violations of the Student Conduct Code.
3. In addition, when enforcing college regulations, city codes, and state and federal laws, College Public Safety officers may issue citations and/or make arrests.

Theft

- Students may not steal food, equipment, supplies, small wares, books, magazines, knife kits, or any other items. Theft of any nature will result in immediate dismissal from OCCI regardless of whether the theft was from OCCI, the College, another student, faculty, staff, or any other person.

Uniforms

- OCCI is dedicated to upholding the proud traditions of the food service industry and promoting a strong work ethic and professionalism in both attitude and appearance.
- Students are expected to take pride in their uniform. It is each student's responsibility to ensure that he or she is in a complete, clean uniform at the beginning of each day's class.
- Students will not be allowed in class without a complete and properly maintained uniform.

- Laundry and care of the uniform is each student's responsibility. If a uniform is lost, the student must purchase and replace it at his or her own expense.
- Uniforms may not be worn as street clothes; the locker rooms have been provided so students can change into or out of their uniforms as necessary.
- The OCCI uniform includes:
  - White chef's coat; if a T-shirt is worn underneath the uniform, it must be white without a pattern.
  - Blue cravat.
  - White cook's apron.
  - Cook's checkered pants.
  - Firm black leather shoes with socks or stockings.
  - OCCI toque or baking cap.
  - Students are required to provide black dress pants and button down white dress shirt and tie of their choice for service of chefs table.

Unprofessional Conduct

- Students are expected to act professionally at all times and present a positive image of OCCI to the public.
- Examples of unprofessional conduct include, but are not limited to, inappropriate language (cursing or swearing), sexual harassment, vandalism, theft, tarnishing the image of OCCI by embarrassing or inaccurate statements (Web, print, email, etc.), threatening or intimidating other persons, unethical behavior, cheating or plagiarism.
- Students whose conduct is unprofessional will be disciplined.

Expectations and Repercussion

- The expectations of dress, attendance, personal hygiene, and personal behavior placed upon OCCI students are found in the OCCI Student Handbook. These expectations of you as a student in the OCCI program are there to insure that you will be successful in your culinary career in the food service industry.
- The repercussions of absences and non-completion of course work are well outlined in the OCCI Student Handbook. However, the repercussions for not meeting the expectations in dress, personal hygiene, and behavior are not delineated in the current OCCI Student Handbook. The following tells you as a student what to expect if you do not meet OCCI expectations.
- Students that violate the expectations as outlined in the OCCI Student Handbook for dress, personal hygiene, and professional behavior will be issued written warnings by your instructor. The first citation will be a warning. Any further infractions will be placed in your student records file at the College. The third citation will result in your grades for all OCCI courses that you are enrolled in for that term being reduced by one grade. If you receive (5) citations around dress, personal hygiene, or behavior in the OCCI course you will receive a failing grade in that class.

- If you feel that you have been treated incorrectly in this process you have the option to use the Student Grievance process, which is found in the OCCI Student Handbook and the College Catalog.

GRIEVANCE PROCEDURE

This grievance procedure is provided to insure that due process exists for those persons (students, staff or general public) who allege that their rights at Southwestern Oregon Community College have been denied, abused, or diminished. A grievance is a complaint, dispute, or misunderstanding that is alleged to have occurred when the College acted in a manner that denies, abuses or diminishes the person's rights and privileges, provided for in the written procedures and policies of the College or guaranteed by State or Federal law. This includes, but is not limited to, allegations of discrimination (based on race, religion, color, sex, national origin, political affiliation, marital status, parental status, veteran status, disability age or sexual orientation), harassment or unfair treatment. The single point of contact for persons who allege that their rights at Southwestern Oregon Community College have been denied, abused, or diminished is the Dean of Administrative Services. After an initial meeting with the complainant, the Dean of Administrative Services will contact the appropriate College personnel and initiate an informal resolution process.

INFORMAL RESOLUTION

The college encourages prompt resolution of all complaints, misunderstandings, or disputes. A reasonable effort by the grieving person(s) and other involved person(s) to arrive at an informal resolution of differences must occur before the formal grievance procedure can be initiated. Concerns that have not been resolved within 15 working days of the initial meeting with the Dean of Administrative Services or designee may proceed to the formal grievance procedure.

FORMAL GRIEVANCE PROCEDURE

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 Dean of Administrative Services (use Grievance Procedure Form Step A). 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 Dean of Administrative Services. The Dean of Administrative Services will refer the complaint to the appropriate staff for investigation. The person filing

the grievance will be notified within 5 College working days by certified mail which College staff will be investigating the grievance. Within an additional 15 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) by certified mail. 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 (use Grievance Procedure Form Step B). If the immediate supervisor of the college employee(s) is a College dean, 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 (use Grievance Procedure Form Step C) 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, (use Grievance Procedure Form Step D) that the President of the College review the grievance.

ACTIONS OF THE PRESIDENT

I. The President, upon reviewing the grievance, may request additional information at his/her discretion, or make a decision based solely on the information presented in the grievance and previous responses.

II. The decision of the President shall be final.

FURTHER REDRESS

If you feel you have been discriminated against on the basis of race, color, religion, national origin, gender, age, disability or status as a Vietnam era or disabled veteran, you may have additional recourse under laws enforced by the Department of Education and Department of Labor, including Presidential Executive Order 1124 6, as amended, Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, the Veterans Readjustment Act of 1973, the Age Discrimination Acts of 1974-75, the Americans With Disabilities Act of 1990, and the Oregon Revised Statutes 659.030. Inquiries regarding the application of these and other regulations should be directed to either the College's Affirmative Action Officer (the Dean of Administrative Services in T512) or the Office of Civil Rights, Department of Education Office, Seattle, Washington; or to the Office of Federal Contract Compliance Programs, Department of Labor, Seattle, Washington.

Adopted by Board of Education:
Policy #7.086 June 16, 1981
Revised: October 16, 1989
Revised: February 22, 1993
Revised: June 28, 1993
Changed to Administrative Policy January 22, 1996
Revised by Southwestern Administration:
Revised: January 13, 1997
Revised: February 26, 2001
Revised: July 28, 2003
Revised: February 7, 2005

GRIEVANCE PROCEDURE FORM

STEP A (Cannot be submitted until after an informal attempt at resolution has been unsuccessful)

TO: _____ DATE: _____
Dean of Administrative Services

FROM: _____ RE: _____

This is notice that I am hereby initiating the Grievance Procedure.

STEP A:

I am initiating the grievance process against the following person(s), having been unable to informally resolve the problem:

Date the problem occurred:

Date of attempt to informally resolve problem:

Person(s) involved:

I feel that my rights as a person at Southwestern Oregon Community College have been denied, abused and/or diminished in the following way: (Please state as clearly and concisely as you can the problem as you see it.)

_____ _____
Signature of Person Date

If you need help in filling out this form you may consult with a school counselor, faculty member, administrative officer of the College, or other staff.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
GRIEVANCE PROCEDURE FORM

STEP B (Cannot be submitted until after Step A is complete)

TO: _____ DATE: _____
Immediate Supervisor of College Employee Responding to Step A

FROM: _____ RE: _____

Attached is a copy of the Grievance Procedure Form, Step A, along with the written reply of the College employee.

Having no resolution acceptable to me evolve from Step A, I am taking Step B of the Grievance Procedure, in which I am asking that you review the stated problem with me and the other involved persons in hopes of resolving it.

_____ _____
Signature of Person Signature of College employee

_____
Date

If you need help in filling out this form you may consult with a school counselor, faculty member, administrative officer of the College, or other staff.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
GRIEVANCE PROCEDURE FORM

STEP C (Cannot be submitted until after Step A and Step B are completed)

TO: _____ DATE: _____
Appropriate College Dean

FROM: _____ RE: _____

Attached are copies of the Grievance Procedure Form, Step A and Step B (when required), along with the written replies of the supervisor(s) of the College employee(s) who responded to Step A and Step B.

Having no resolution acceptable to me evolve from Step A or Step B, I am initiating Step C of the Grievance Procedure, in which I am asking that you review the stated problem with me and the responding College employees' supervisor(s) in hopes of resolving it.

_____ _____
Signature of Person Signature of College employee

_____
Date

If you need help in filling out this form you may consult with a school counselor, faculty member, administrative officer of the College, or other staff.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
GRIEVANCE PROCEDURE FORM

STEP D (Cannot be submitted until after Step A, Step B and Step C are completed)

TO: _____ DATE: _____
President

FROM: _____ RE: _____

Attached are copies of the Grievance Procedure Forms for Step A, Step B (when required), and Step C, along with the written replies of the responding College employee(s), the supervisor(s) of the college employee(s), and the Dean.

_____ _____
Signature of Person Signature of College employee

_____
Date

If you need help in filling out this form you may consult with a school counselor, faculty member, administrative officer of the College, or other staff.

Certification

I certify that I have read the Oregon Coast Culinary Institute Student Handbook describing the rules, procedures, and expectations of me as a culinary student at the Oregon Coast Culinary Institute and I agree to abide by them. I understand that any violation of these rules may result in disciplinary action up to, and including, dismissal from the culinary program.

Printed Name _____

Signature _____

Date _____

Oregon Coast Culinary Institute
Equipment Inventory 2008-2009

For the 2008-2009 academic year, OCCI has not purchased any additional equipment over the $5000.00 capital expenditure limit. OCCI has purchased approximately $1000.00 in small wares, e.g. pots, pans and other miscellaneous items.

Please reference attached list of major equipment used within the program.

MAR 21,2007

QUOTATION

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

Item	Qty	Description	Sell Each	Sell Total
	4	B2101501 Tank cover, 18 gauge light duty, for model SG14/14BNB/PPG14/SG14R, SF14, SF14R INCLUDES: Two wire mesh baskets fpr ea. unit	79.00	316.00
		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-Proofer, 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

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

MAR 21,2007

QUOTATION

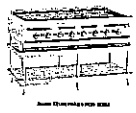
KD05173

Project:
SWOCC - CULINARY
ATTN: CHAD
ATTN: CHEF GREGSON
NORTH BEND, OR 97456-0000

To:

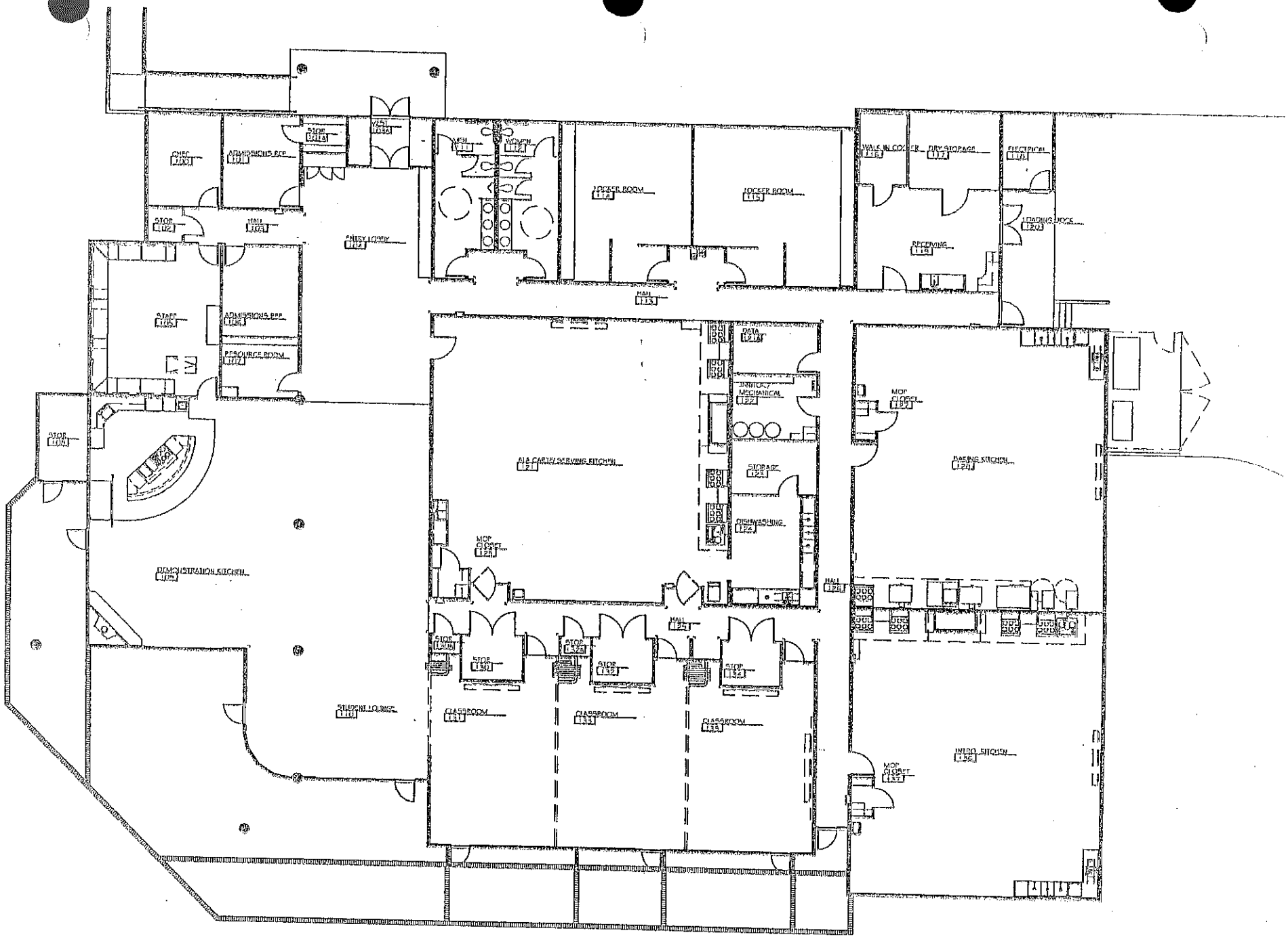
From: KEN DEFFENBACHER

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

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

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



CHEF 100
ADMISSIONS REP 101
STOR 101A
VEST 103A
MEN 111
WOMEN 112
LOCKER ROOM 114
LOCKER ROOM 115
WALK IN COOLER 116
DRY STORAGE 117
ELECTRICAL 118
LOADING DOCK 120
RECEIVING 119
STOR 102
HALL 103
ENTRY LOBBY 104
HALL 113
STAFF 105
ADMISSIONS REP 106
RESOURCE ROOM 107
STOR 108
DEMONSTRATION KITCHEN 109
ALA CARTE/SERVING KITCHEN 121
DATA 121A
JANITOR/MECHANICAL 122
STORAGE 123
DISHWASHING 124
MOP CLOSET 125
MOP CLOSET 127
BAKING KITCHEN 128
HALL 126
HALL 129
STOR 130A
STOR 130
STOR 132A
STOR 132
STOR 132
STUDENT LOUNGE 110
CLASSROOM 131
CLASSROOM 133
CLASSROOM 135
INTRO KITCHEN 136
MOP CLOSET 137

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.

CULINARY ARTS PURCHASES

Title	Author	Year	Cost	LC Number
Curry: A Tale of Cooks and Conquerors	Collingham, Lizzie	2005	$26.00	GT 2853
How to Open a Financially Successful Specialty Retail & Gourmet Food 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 Food Shop	Brown, Douglas Robert et al	2004	$29.11	HD 62
Artisanal Cooking	Brennan, Terrance eta l	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, Julie	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:	Reichl, 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	Yockelson, 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	Maigieri, 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 685
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

Washoku	Andoh, Elizabeth	2003	[illegible]	TX 724
New Taste of Chocolate, The	Presilla, Maricel	2001	[illegible]	TX 757
Foods of the Americas	Divina, Fernando	2004	[illegible]	TX 715
Baking Illustrated	na	2004	[illegible]	TX 763

VHS Title		
The Bakeshop (Laminating Dough; Meringue; Vanilla Sauce and Pastry Cream)		TX 763
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	$28.99	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	$64.58	
The French Chef 1 & Chef 2	$69.92	
Jacques Pepin's Fast Food My Way	$29.95	
Fed Up!	$18.99	

$2,439.28

DHS Oregon Department of Human Services

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)
☐ 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 Numbers in left Columns Reflect Rule	Hour Time In 9:00 Time Out 11:3 Oregon's Food Sanitation
		* Code Numbers preceded by * are in a Restaurant & would warrant Take place	Considered "Critical" Violations corrections to immediately
*	3-501.17 & 18	Food that is Both Potentially Hazardous (PHF) & is ALSO READY to EAT Must Be Date MARKED for use within 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)	In Cold Holding
		Examples: OT of Yogurt & Sliced Cantalope & Ricotta cheese	Gal Milk (in Espanol) & Bulk Ham (in Walk-in) Walk-in
		THIS Rule DOES NOT Apply To Hard Cheeses	

Operator Kathleen Sanitarian R. Hill 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 34-602 (09/05)

DHS Oregon Department of Human Services

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 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)

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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	
	Blue Berry 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 Hallowaise freezer	
	Cranberries under "Raw Duck Parts" Demo freezer	
	Cran juice Concentrate under & Bread loaves	
	slightly lower & in front of Raw Sea food Espanol freezer	
4-101.11	Food Contact Surfaces & food Storage Containers NEED	
	To be Made of Non-Deleterious Materials - Unless Other wise	
	labeled as "Food Grade" only use clear or white plastic	
	Bags for food Storage	
	Black plastic herbacide Bag used for Bread Espanol freezer	

Operator _____ Sanitarian Rick Phone _____

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

White-County Copy Yellow-Licensee Copy 34-602 (09/05)

DHS Oregon Department of Human Services

License Number _____

LICENSED FACILITY INSPECTION REPORT

Establishment OCC 1 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)
☐ Traveler's Accommodation (OAR 333-029)
☐ RV Park (OAR 333-031)
☐ Mobile Unit (OAR 333-162)
☐ Organizational Camp (OAR 333-030)
☐ 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
* 7-201.11	@ Chemical product & cleaning Compounds are to be Segregat 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 EAST wall Espanol	
THESE May NOT Be	Note @ Spray Bottle 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 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 [illegible] 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.

White-County Copy Yellow-Licensee Copy 34-602 (09/05)

DHS Oregon Department of Human Services

License Number _____

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)
☐ Traveler's Accommodation (OAR 333-029)
☐ RV Park (OAR 333-031)
☐ Mobile Unit (OAR 333-162)
☐ Organizational Camp (OAR 333-030)
☐ 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
4-903.11	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 Handle	facing up Towards user
	instead of ~~that~~	the Surface that will go
	into users Mouth - Tasting Spoons in Espanol	
	ALSO Consider MEANS	To keep Tasting Spoons
	Container, INSIDE	Clean from Accumulating Dust
	"Some jurisdictions" Require Equipment & Utensils on	
	premise to carry ANSI approved for Sanitation. Items of	
	Question include Sieves & strainers in Hollandaise	
	4-101.111 Milk crates	in Espanol
	4-202.16 4-501.10 Bamboo Wooden	Spoon & Dowe & Ganache
4-501.11	Metal Shavings are obvious on table Mounted Can opener in	
	Hollandaise - Change blade out to prevent - Maintain blade integrity	

Operator _____ Sanitarian _____ 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 34-602 (09/05)

DHS
Oregon Department of Human Services

License Number _____

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)
☐ Traveler's Accommodation (OAR 333-029)
☐ RV Park (OAR 333-031)
☐ Mobile Unit (OAR 333-162)
☐ Organizational Camp (OAR 333-030)
☐ 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 Hollanda 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 - ?	
	Thanks	
SEE ATTACHED PAGE TITLED "Food Establishment Inspection Report" THE in/out 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.

White-County Copy Yellow-Licensee Copy

34-602 (09/05)

INTRODUCTION TO BAKING AND PASTRY

BAKESHOP EQUIPMENT

****

SCALES:

Bakers' Balance Scales:

Electronic/Digital:

MIXERS:

Planetary:

Horizontal:

Hobarts: 5 qt. 20 qt. And 40 qt.

OVENS:

Deck

Convection

Reel

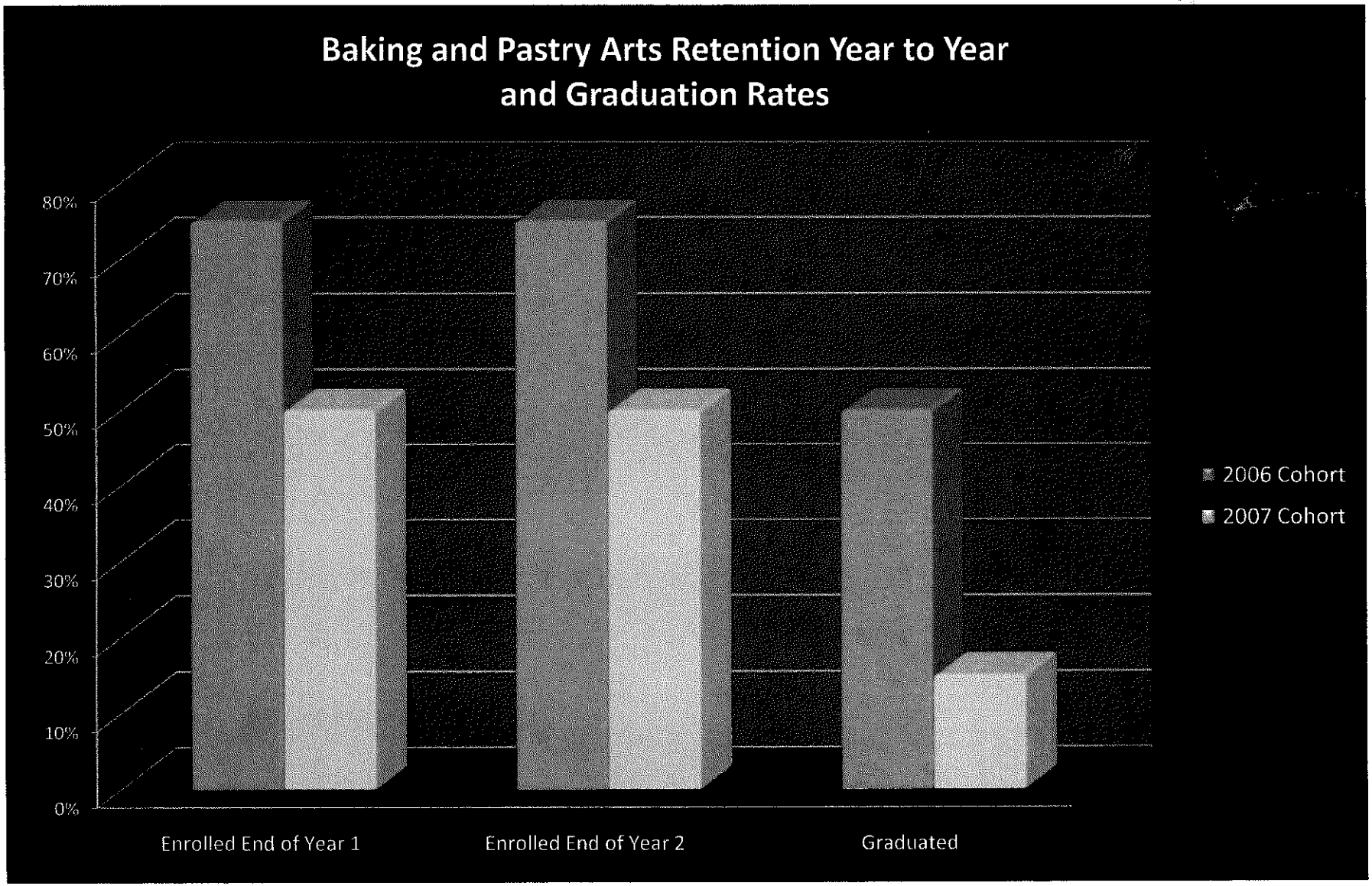
Rotating Rack

Combi-steam

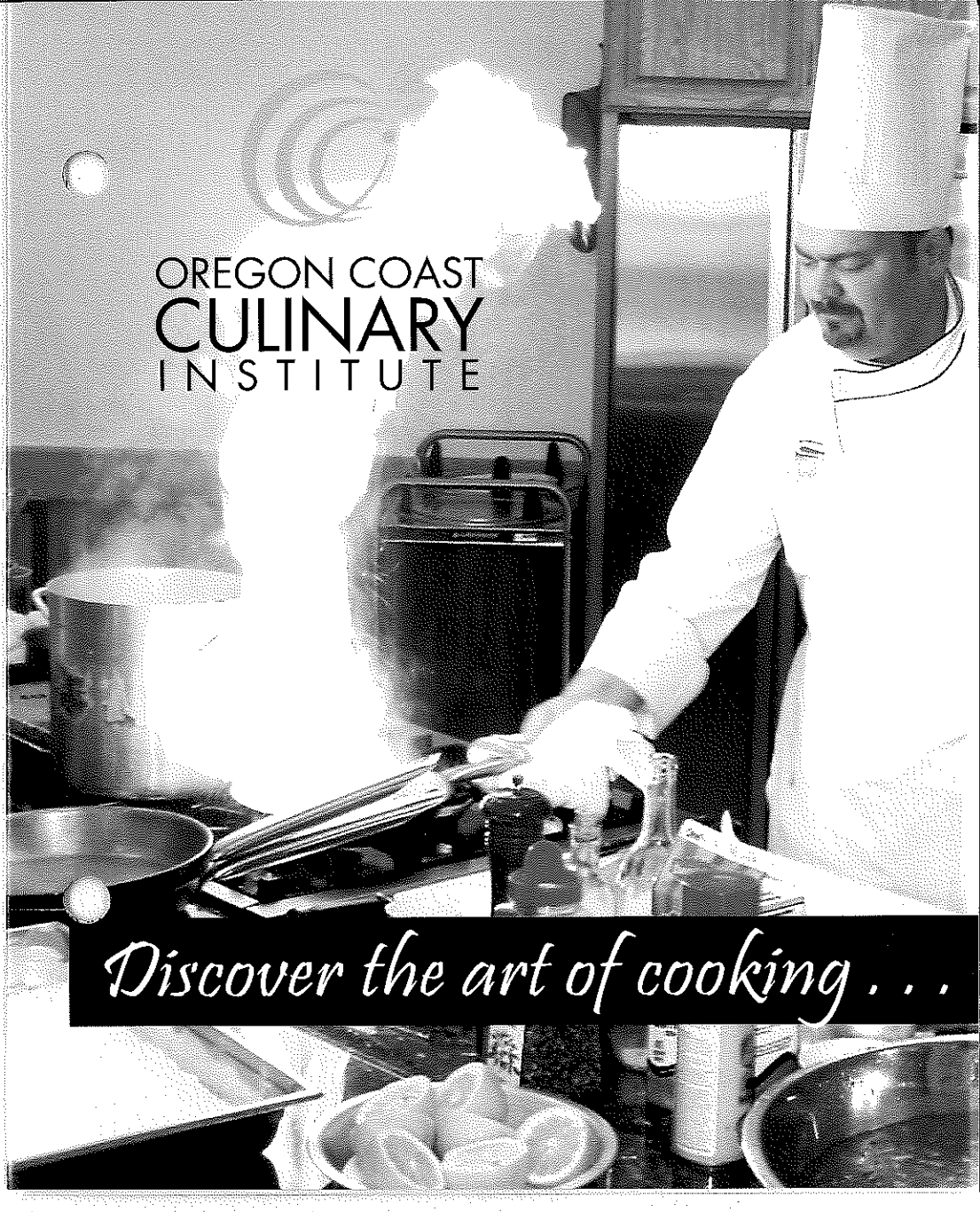
Conventional under range

HAND TOOLS:

PANS AND MOULDS:



Note: Graduation information for the 2007 Cohort is still being received as students are completing and submitting graduation requirements through spring term 2009


OREGON COAST
CULINARY
INSTITUTE
Discover the art of cooking . . .



Discover the art...

OREGON COAST
CULINARY
INSTITUTE

SOUTHWESTERN
Oregon Community College

Courses of Study

ASSOCIATE OF APPLIED SCIENCE BAKING AND PASTRY ARTS

Program Description and Goals

The Associate of Applied Science in Baking and Pastry Arts provides a broad foundation of baking and pastry theory and practical training necessary for success in the food service industry. Students will learn the art of creating exquisite baked goods, pastries, and confections, from traditional bread baking to masterful showpieces fit for the most elegant dessert finales imaginable. Students will also learn to use sugar, syrups, icings, and chocolate to create feasts for the eye and palate. Prepare for a career as a professional baker or pastry chef in a bakery, fine restaurant, resort, or on a cruise ship. This is a restricted entry program.

The restaurant industry is one of the most dynamic in the U.S. today. The service sector is the most rapidly growing part of the American economy, and the $460 billion hospitality segment already represents one-seventh of the nation's Gross National Product (GNP) and 15 million jobs. It is estimated that, by 2010, food service operations will need more than 100,000 new managers annually to keep pace with growth. Career options for Culinary Arts graduates range from employee to owner and from manager to team leader. Culinary professionals need to have skills in financial management to control profits and losses, marketing finesse to successfully reach customers, management abilities to lead a team in a fast-paced work environment, and the scientific know-how to prepare and serve food safely. Culinary professionals work in quick service venus, family-owned operations, fine dining restaurants, as well as multi-million dollar companies providing food service at industrial, school, hospital, resort, or hospitality locations.

Employment Opportunities

Culinary Arts career opportunities range from good to excellent with occupational titles that include: Pastry Cook, Baker, Working Pastry Chef, Executive Pastry Chef.

PROGRAM NOTES

Associate of Applied Science Baking and Pastry Arts

• All courses intended for transfer toward a degree at the University of Las Vegas College of Hotel Administration must be completed with a grade of "C" or better. Students intending to transfer should complete MTH105.

Notes:

1. PE231 or three credits of PE185 may be substituted for HE250.
• Program and course offerings subject to change without notice.

For more information on this program and available financial assistance, contact:
Jamie Peck, OCCI Recruitment/Advising Specialist
541-888-7195
jpeck@socc.edu

ASSOCIATE OF APPLIED SCIENCE BAKING AND PASTRY ARTS

Prerequisites

CS101 or pass waiver test (for all CIS/CS courses)

MTH20 or MTH55 with a "C" or better or placement test score.

Reading Score of ASSET 39 COMPASS 69

WR90 with a "C" or better or placement test score.

Recommended Sequence for Full-time Students

(Students should see an advisor or counselor to customize their educational plans.)

First Year Fall	First Year Winter	First Year Spring	Second Year Summer	Second Year Fall
CRT2015 (3) Sanitation and Safety for Mgrs	CRT2023 (4) Syrups, icing's, and Sauces	CRT2007 (1) Inventory Control and Purchasing	CRT2017 (3) Restaurant Mgmt and Supervision	CRT2280 (12) Work Experience Culinary Externship
CRT2031 (6) Baking & Pastry Fundamentals I	CRT2033 (5) Baking and Pastry Cakes	CRT2018 (1) Culinary Arts Career Planning	CRT2034 (3) Sugar, Marzipan and Pastillage	
CRT2032 (7) Baking & Pastry Fundamentals II	CRT2040 (6) Culinary Arts for Baking & Pastry Majors	CRT2024 (3) Frozen Desserts	CRT2035 (3) Chocolate and Confections	
CRT2038 (1) Applied Visual Principles	CS120 (4) Concepts of Computing	CRT2026 (1) Dessert Menu Dev	CRT2036 (3) Baking and Pastry Centerpieces	
MTH81 (4) Applied Math for Culinary Arts		CRT2030 (3) Bakery Design	SP218 (3) Interpersonal Communication	
HE250 (3) Personal Health[1]		CRT2042(3) Wedding Cakes		
		CRT2044 (5) Afternoon Tea and Other Beverage Celebrations		
		WR115 (3) Intro to Expository Writing		
Term credits = 24	Term credits = 19	Term credits = 20	Term credits = 15	Term credits = 12

Total credits= 90

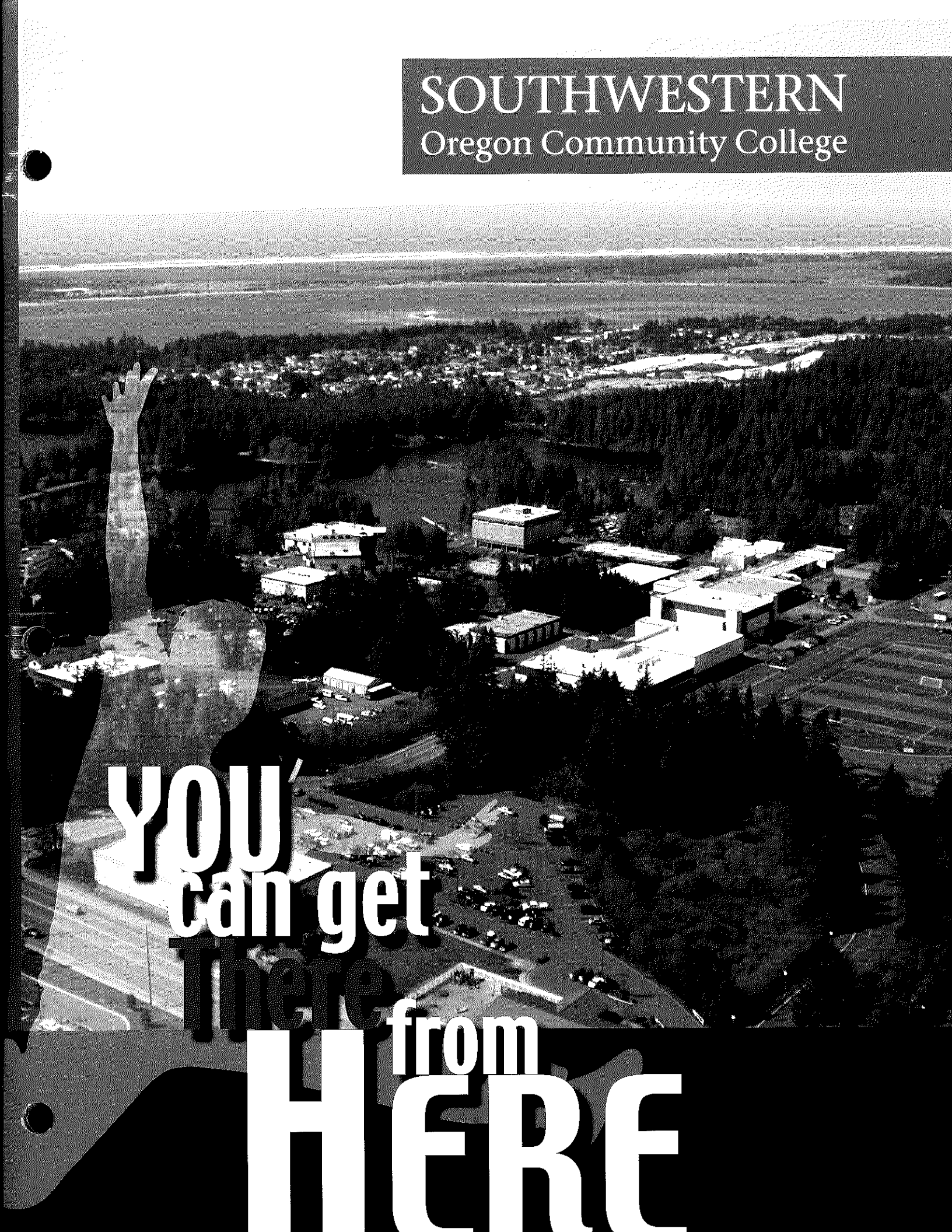
● = *Credits earned in a certificate may be applied towards other certificates and degrees. See your advisor for more information.*

= *Course available through Distance Learning.*

(3) = Number of course credits.

Southwestern Oregon Community College is an equal opportunity educator and employer. Southwestern Oregon Community College reserves the right to modify the schedule for offering any courses in this program.

SOUTHWESTERN
Oregon Community College



YOU can get there from HERE

SOUTHWESTERN OREGON COMMUNITY COLLEGE
STUDENT FIRST STOP CENTER
1988 NEWMARK AVENUE, COOS BAY, OR 97420-2912
(541) 888-7352 www.socc.edu 1-800-962-2838 Ext. 7352

Steps to Starting College

1. **Application for Admission**: Submit an Application for Admission and the application fee online at www.socc.edu or at the Student First Stop Center in Dellwood Hall.

   Note: **Students taking less than 12 credits per term and not pursuing a degree are only required to complete a Student Record form. Complete this form online at WebAdvisor (see step 8 for instructions), or pick the form up at the Student First Stop Center**

2. **Declare a Major:** Degree seeking students must declare a major either on the Application for Admission or with Educational Support Programs and Services (ESPS). If you wish to change your declared major, you must go to ESPS and complete a Change of Major form. Advisors are unable to declare or change a student's major. Changes to majors made within the second week of the term will apply to the current term. Changes made there after will apply to the following term.

   Note: **For graduation and class scheduling purposes you need to use the year of the catalog in which you declared your major.**

3. **Transfer Students**: Applicants transferring from another institution **AND** pursuing a degree at Southwestern need one official transcript from each institution attended sent to:

   Southwestern Oregon Community College
   Attn.: Transcript Evaluator
   1988 Newmark Avenue
   Coos Bay, OR 97420-2912

   Note: **Veterans should contact the Veteran's Office in the Dellwood Hall lobby, or call (541) 888-7338, or (800) 962-2838, Ext. 7338 for additional transcript information that they may need to submit.**

4. **Housing**: All out-of-district/out-of-state students attending Southwestern with less than 45 earned college credits are required to live in student housing unless you have a dependent, are a veteran, are 21 years of age prior to the first day of class or if student housing is full. If you have questions or need a housing application, please call the Housing Office at (541) 888-7635, or (800) 962-2838, Ext. 7635.

5. **Take a Placement Test**: This determines your entry levels for reading, writing and math. The test is given in Stensland Hall between 8:15 am and 3:00 pm Monday through Friday; it takes about two hours to complete. You will receive a copy of your test results. Your advisor will discuss the results with you and assist you in selecting classes based on your placement. Call 888-7371, or (800) 962-2838, Ext 7371 for more information. Applicants who have ACT/SAT scores are able to use those scores in place of taking the placement test. Please submit your ACT/SAT scores to the Admissions Office in Dellwood Hall, Room 4.

   Note: **High scores may allow you to 'test out' of some course work. If you have prior college work, or have taken a placement test at another college, check with ESPS located in Stensland Hall.**

6. **Make an appointment with a Counselor or Advisor:** You will be assigned an advisor by a staff member from ESPS in Stensland Hall. Your advisor will discuss your educational goals with you and help you complete your class schedule. If you are unsure of your educational goals, your advisor can help you determine a college major and career goal.

   Note: **You will be required to meet with your advisor prior to registering each term you attend in order to clear your status to register.**

7. **Verify Financial Assistance:** If you will be receiving a scholarship, financial aid, veterans and/or agency support, you will need to complete all required paperwork and continue to monitor your financial status with the Student First Stop Center in Dellwood Hall, or call (541) 888-7337, or (800) 962-2838, Ext 7337.

8. **Register for Classes**: After you have met with your advisor, and your advisor has approved you for registration, go online to WebAdvisor, or visit the Student First Stop Center. To register via WebAdvisor, go online to www.socc.edu, and click on WebAdvisor. If you need assistance, call (541) 888-7352, or (800) 962-2838, Ext 7352. Payments are accepted at the Student First Stop Center, by mail, or online at WebAdvisor.

   Note: **If you will not be receiving financial assistance, payment is due at time of registration.**

9. **Buy Textbooks**: The Bookstore is located in Stensland Hall. Financial aid, agency and Educational Student Loan bookstore charges begin on the Monday one week before classes begin. Students planning on charging their books towards their financial aid should first verify the funds are available with the Student First Stop Center. Students may also order books online at www.socc.edu.

10. **Attend New Student Orientation (Fall term only)**: An important introduction to college is held during the week before classes begin. See ESPS for more information and for a New Student Orientation handout.

The Southwestern Oregon Community College District is an Equal Opportunity Educator and Employer

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2009 – 2010 ACADEMIC CALENDAR

TERM	SUMMER 2009	FALL 2009	WINTER 2010	SPRING 2010
Registration Make payment arrangements with Student First Stop Center at time of registration	May 4-June 25	May 4-Oct 1	Nov 23 – Jan 8	Feb 16 – April 2
Bookstore charging begins	June 15	September 21	December 14	March 22
Move-In Day for housing residents	June 20	September 24	January 2 (New) January 3 (Returning)	March 26
New Student Orientation		September 25		
Student Services Offices Open 9:00 AM – 12:00 PM		September 26	January 2	
Classes begin	**June 22**	**September 28**	**January 4 (Night) January 5 (Day)**	**March 29**
Waitlists completed. See Instructor.	June 25	October 1	January 7	April 1
Last day to register or add classes without instructor consent	June 25	October 2	January 8	April 2
Last day to return textbooks for full refund	July 2	October 9	January 15	April 9
Last day for refunds and to withdraw without being assigned a "W" grade	July 2	October 9	January 15	April 9
Financial Aid students must complete all add/drops, including waitlist classes, for correct check disbursement (funds disbursed based on today's enrollment status)	July 2	October 9	January 15	April 9
Financial Aid Disbursements begin	July 8	October 14	January 20	April 14
Last day to change to audit	July 30	November 6	February 12	May 7
Last day to withdraw	August 5	December 2	March 10	June 2
Graduation Applications Due	Aug 6 (Fall)	Nov 6 (Winter)	February 5 (Spring)	May 7 (Summer)
Southwestern Foundation General Scholarship Applications available 2010-2011		December 7	March 1	
Student Awards Convocation 3:00 – 5:00 PM, Hales Center for the Performing Arts				May 26
Final Exam Week	August 10-13	December 7-10	March 15-18	June 7-10
Textbook buy-back	August 11-13	December 9-11	March 17-19	June 9-11
Check-out for housing residents	August 15	December 12	March 20 (not returning spring term)	June 12 (not returning summer term)
Commencement				**June 11**
Grades Available in WebAdvisor	August 26	December 16	March 24	June 16
Term Breaks	Aug 17- Sept 28	Dec 14 – Jan 1	March 22 - 26	June 14-18
CAMPUS OFFICES CLOSED **(Note: Offices closed on Fridays during the Summer, June 19 – September 4, 2009)**	June 19, 26 July 4,10, 17, 24,31 Aug 7, 14, 21, 28	Sept 4, 7, 18 Nov 11, 26, 27 Dec 23 – Jan 1	Jan 4, 18 Feb 15	May 31
In-Service for Staff		Sept 18, 21-23	January 4	

Academic Calendar subject to change. Please check the Schedule of Classes each term for registration information.

Online registration cut-off dates (other than Southwestern's) are set by the Oregon Community College Distance Learning (OCCDL) and are subject to change. To verify registration dates, please visit the OCCDL website: http://oregoncollegesonline.com/courses.html

[Type text]

Southwestern Oregon Community College is an Equal Opportunity Educator and Employer

Application for Admission

Follow these steps to enroll

1. Complete this application form, enclose a check or money order for $30.00 (non-refundable), and return in the envelope provided:

   Southwestern Oregon Community College
   Attn: Admissions Office
   1988 Newmark Ave.
   Coos Bay OR 97420

2. If you are under the age of 21, please send an official copy of your high school transcripts.

3. If you are transferring from another college or university, ask that institution to forward your official transcript to the address below:

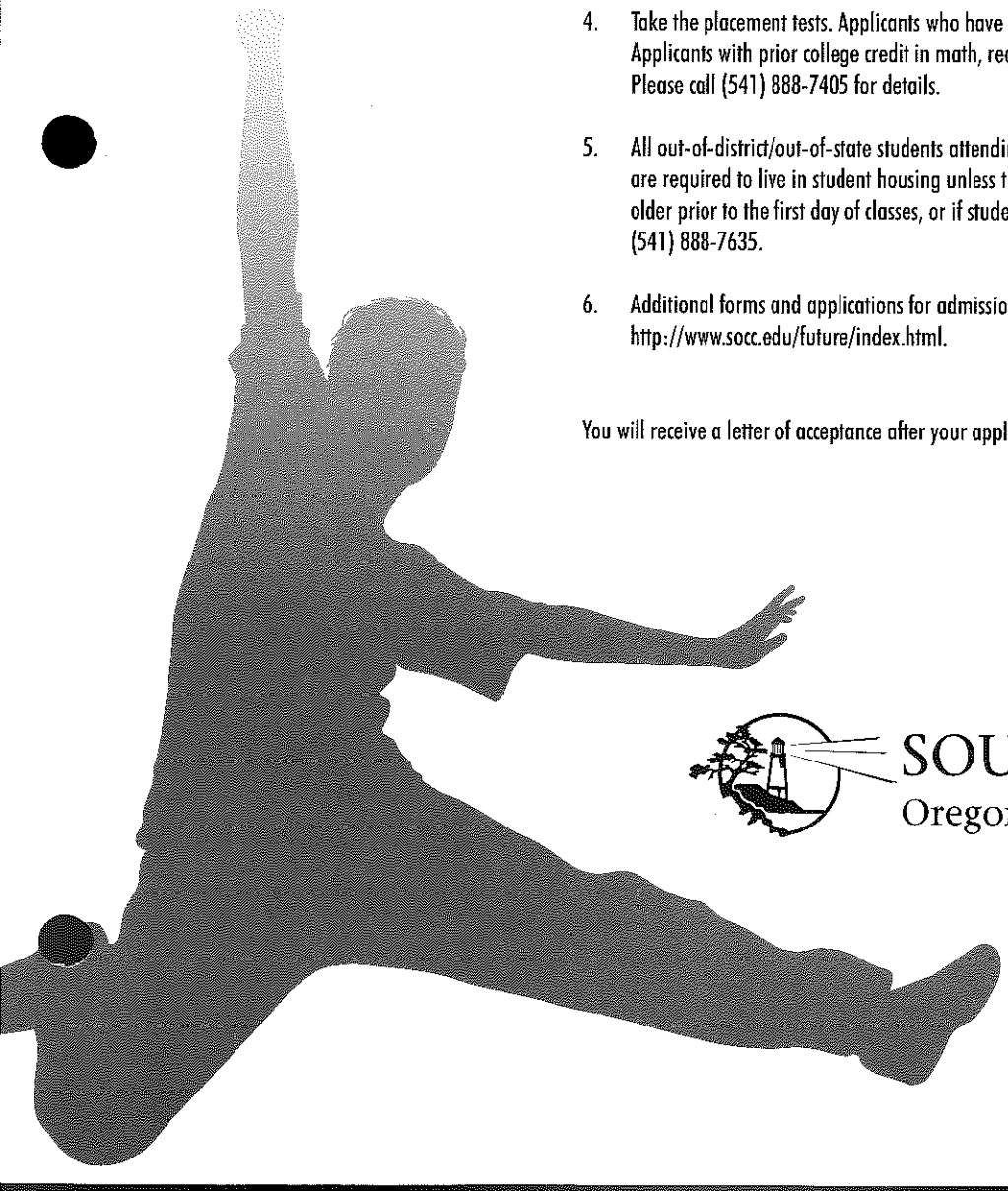
   Southwestern Oregon Community College
   Attn: Transcript Evaluator
   1988 Newmark Ave.
   Coos Bay OR 97420

4. Take the placement tests. Applicants who have ACT or SAT scores may be able to use those instead. Applicants with prior college credit in math, reading and writing may be exempt. Please call (541) 888-7405 for details.

5. All out-of-district/out-of-state students attending Southwestern with less than 45 earned college credits are required to live in student housing unless they have a dependent, are a veteran, are 21 years of age or older prior to the first day of classes, or if student housing is full. If you have further questions, please call (541) 888-7635.

6. Additional forms and applications for admission, student housing and financial aid may be downloaded at http://www.socc.edu/future/index.html.

You will receive a letter of acceptance after your application is processed.



SOUTHWESTERN
Oregon Community College

Application for Admission

Southwestern Oregon Community College Admissions Office
1988 Newmark Ave. • Coos Bay OR 97420
A non-refundable fee of $30.00 must accompany this application.

Personal Information: Providing your Social Security number is voluntary. If you provide it, the college will use your Social Security number for keeping records, doing research, and reporting. The college will not use your number to make any decision directly affecting you or any other person. Your Social Security number will not be given to the general public. If you choose not to provide your Social Security number, you will not be denied any rights as a student. Please read the statement in your class schedule that describes how your number will be used. Providing your Social Security number means that you consent to use of the number in the manner described. Under Federal law, address information may be considered directory information for military recruitment purposes. Personally identifiable data may be reported to the IRS for tax credit eligibility.

El proveer su numero social es una accion voluntaria. El colegio lo utilizara para mantener sus archivos, hacer estudios, agrega relatando, extendido credito y cobrando las duedas. Su numero no ser proveido al publico en general. Si Ud decide no proveer su numero social no se la negara ningun derecho como estudiante. Favor de leer la frase en la pagina dos de su formulario de classes que describe como sera usado su numero. El proveer su numero indica que Ud da permiso que se use su numero en la manera descrita. Debajo de la le federal, la informacion de la diression puede ser consideria el directorio de informacion para intenciones de reclutarmente militar. Data personal de identificacion tal vez reportaria a la IRS para credito impuesto aceptabilidad.

1. Social Security Number or ID number:

_____
(Required for all Financial Aid applicants)

2. Complete Legal Name:

_____
Last First Middle

Former Legal Name:

_____
Last First Middle

Preferred Name:

_____
Last First Middle

3. Mailing Address:

_____

_____
City or Town State Zip Code

_____
Country Home Phone Cell Phone

4. Date of Birth:

_____
Month Day Year

5. Email Address:

_____

6. Emergency Contact:

_____
Name Relation

_____
Phone Email

7. Racial/Ethnic Information:
(Voluntary question, but required for federal and state reports)
Ethnicity:
☐ Hispanic or Latino ☐ Not Hispanic or Latino
Race: (May check more than one)
☐ American Indian/ Alaskan Native
☐ Asian
☐ African American/Black
☐ White
☐ Hispanic/Latino
☐ Native Hawaiian/Other Pacific Islander
☐ No Race Specified or Refused

8. Gender:
(Voluntary question, but required for federal and state reports)
☐ Male ☐ Female

9. Residency:
☐ In-State Resident?
US Citizen residing in OR, CA, ID, WA, NV
☐ Out of State Resident?
US Citizen Non-OR, CA, ID, WA, NV Resident
☐ Non-Resident Alien?
Have you lived in Oregon the last 90 consecutive days?
☐ Yes ☐ No

10. Employment:
☐ No ☐ Part-time ☐ Full-time

11. Background Information:

Is English your native language?
☐ Yes ☐ No

Are you a Veteran?
☐ Yes ☐ No

Would you like information sent to you about special needs accommodation services?
☐ Yes ☐ No

Did either of your parents graduate from a four year college before your 18th birthday?
☐ Yes ☐ No

12. Enrollment Status:

I will be starting Southwestern:

☐ Fall Term ☐ Winter Term ☐ Spring Term ☐ Summer Term ☐ Year_____

I am attending college for the first time. ☐ Yes ☐ No

I have attended Southwestern before. ☐ Yes ☐ No

I have attended other colleges. (See #15) ☐ Yes ☐ No

13. Educational Goals: (Enter the 4-digit code from the back of the application)

☐☐☐☐ _____

If you entered 1004 above (the Associate of Arts Oregon Transfer), enter the 3-digit code from the back of the application that specifies the area of specialization you plan to pursue at a four-year institution:

1004-☐☐☐ _____

14. Educational Background:

Last High School attended: _____

Name City State

Are you still attending high school? ☐ Yes ☐ No

Are you a high school graduate? ☐ Yes ☐ No

Year of graduation_____

If no, do you have a GED? ☐ Yes ☐ No

Do you have an Adult High School Diploma? ☐ Yes ☐ No

If you are an Oregon high school graduate, did you complete the Certificate of Initial Mastery (CIM)? ☐ Yes ☐ No

Institution where GED or AHSD was earned: _____ Date earned: _____

15. Previous Colleges Attended: List all institutions you have attended or are now attending. If you have never attended a college institution, write "NONE." Please, no abbreviations.

Transfer students must contact their previous institutions to have an official transcript sent to the college.

Name: State:	Dates Attended:	Degree Earned:
Name: State:	Dates Attended:	Degree Earned:
Name: State:	Dates Attended:	Degree Earned:

16. Education Objective: Do you plan to earn a degree/certificate at Southwestern? (Please circle only one)

1. Yes, Certificate or 2-year degree
2. Yes, High School diploma or GED
3. No, here to take classes
4. Transfer to another 2-year college
5. Take classes to transfer to a 4-year college
6. Undecided

17. Primary Goal: Which of the following is your primary goal in attending Southwestern? (Please circle only one)

1. Take classes to transfer to a 4-year college
2. Learn skills to get a job
3. Improve job skills
4. Explore career or educational options
5. Take classes to finish high school or GED
6. Improve writing, reading, or math skills
7. Learn English
8. Personal interest/enrichment
9. Other

18. I certify that the information on this form is correct:

_____

Signature Date

Thank you for your application.

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 Vice President 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 Vice President of Administrative Services for referral to the appropriate administrator.

Programs & Degrees

Associate of Arts Oregon Transfer Degree –
Transfers to any 4-year public college in Oregon

1004 Associate of Arts Oregon Transfer

AAOT Areas of Specialization – 4-year major

215 Administration of Justice
011 Agriculture
220 Anthropology
020 Architecture
103 Art
100 Art History/Education
194 Biochemistry/Biophysics
040 Biology/Botany
841 Child and Family Studies
123 Chiropractic
190 Chemistry
065 Communications/Speech
211 Community Service/Public Affairs
070 Computer Science
523 Dental Hygiene
124 Dentistry – Pre Professional
802 Education – Elementary Certification
803 Education – Secondary Certification
900 Engineering
151 English
214 Environmental Health and Safety
196 Environmental Sciences
544 Fire Services Administration
603 Foreign Languages
114 Forestry
191 General Sciences
491 General Social Sciences
101 General Studies – Art
490 General Studies – Humanities
226 Geography
195 Geology
836 Gerontology
102 Graphic Design
837 Health and Health Education
838 Health Care Administration
225 History
025 Horticulture
199 Hospitality, Tourism and Recreation
839 Human Development/Family Services
221 Human Services
538 Industrial Management
998 Interdisciplinary Studies
104 Interior Design
054 International Studies
601 Journalism
021 Landscape Architect
141 Law – Pre Professional
142 Law Enforcement and Corrections
201 Library Science
539 Manufacturing Tech
170 Mathematics
127 Medical Imaging
525 Medical Tech Prep
126 Medicine
189 Microbiology
005 Music
203 Nursing
198 Nutrition and Food Management
840 Occupational Therapy
125 Optometry
213 Parks and Recreation Management
121 Pharmacy
159 Philosophy
835 Physical Education
122 Physical Therapy
192 Physics
227 Political Science
111 Psychology
229 Religious Studies
188 Science
492 Social Science
228 Sociology
108 Theater Arts
128 Veterinary Medicine
407 Zoology
999 Undecided Transfer
599 Undecided Vocational

Associate of General Studies

1101 Associate of General Studies (AGS)

Associate of Science Oregon Transfer Degree – Business

1201 Associate of Science/Oregon Transfer in Business (ASOT-Business)

ASOT Business Areas of Specialization

051 Accounting
056 Advertising
010 Agriculture-Business
106 Apparel Design/ Merchandising Management
050 Business Administration
804 Business Education
224 Economics
053 Public Relations

Associate of Science Degree – Emphasis

1043 Athletic Training
1070 Childhood Education and Family Studies
1011 Criminal Justice Administration
1040 Engineering
1030 Human Services
1050 Mathematics
1060 Natural Science
1062 Physical Education

Associate of Applied Science

2102 Accounting
2134 Baking and Pastry Arts
2114 Childhood Education and Family Studies
2113 Computer Information Systems: Software Support
2138 Corrections Officer Administration
2139 Criminal Justice Administration Law Enforcement
2110 Culinary Arts
2116 Fire Science
2124 Gerontology
2126 Human Services
133 Welding and Fabrication
2104 Marketing
2127 Medical Assistant
2128 Network Design & Administration
2129 Nursing
2120 Office Management
2106 Small Business Entrepreneurship
2132 Substance Abuse
2112 Technical Support
2135 Turf and Landscape Technology

One Year or Less Certificates of Completion

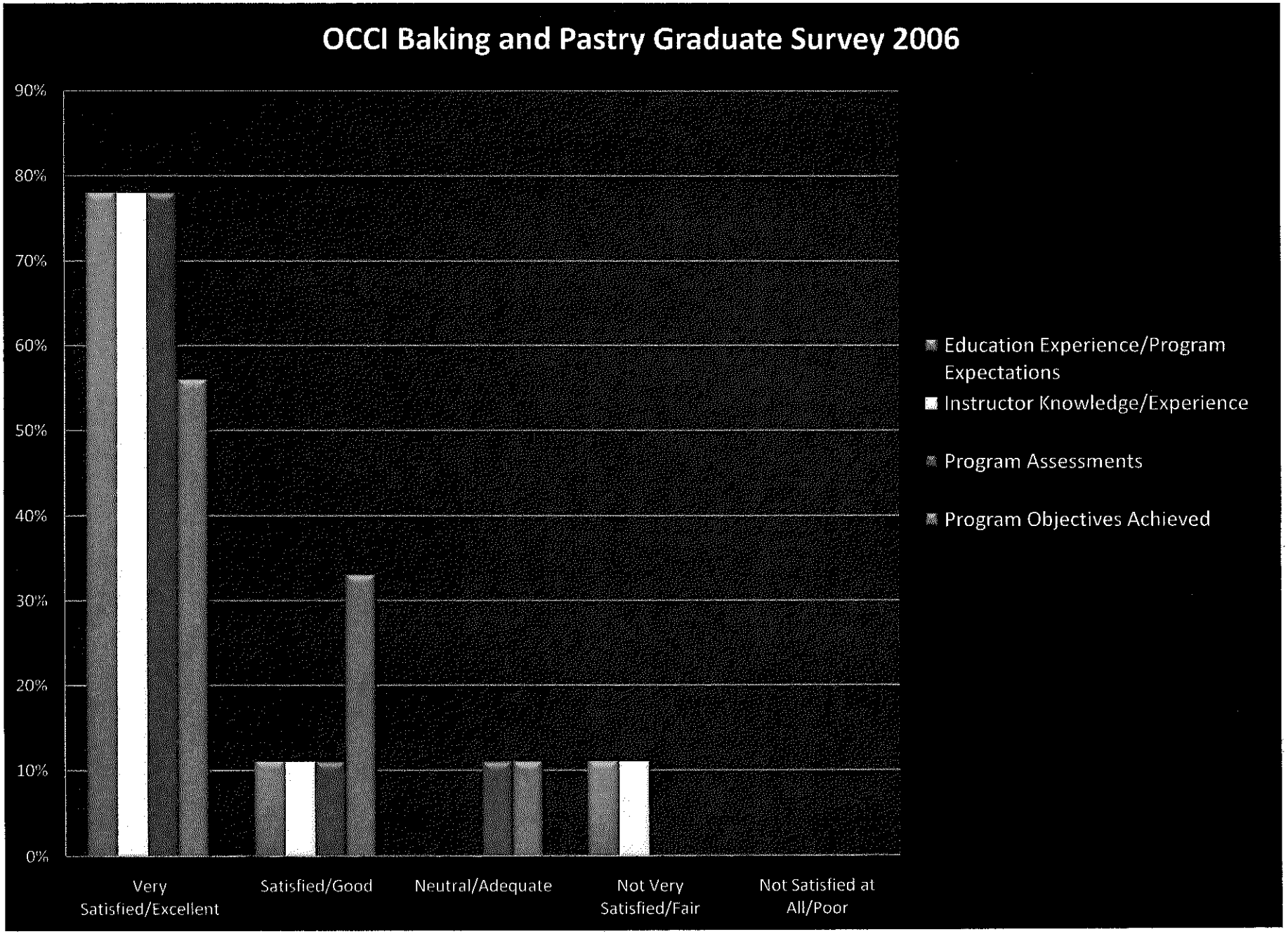
2151 Accounting
2231 Basic Tech Skills in Human Services
2155 Bookkeeping/Clerical
2196 Childhood Education and Family Studies (15 Credits)
2197 Childhood Education and Family Studies (30 Credits)
2186 Computer Technician
2253 Computer Technician Examination Preparation
2232 Core Concepts in Human Services
2161 Emergency Medical Technician
2260 Employment Skills Training
2190 Fire Science Technology Level 1
2194 Fire Science Technology Level 2
2162 Juvenile Corrections
2207 Marketing
2234 Medical Aide
2169 Medical Clerical
2171 Medical Transcription
2254 Network Certification Examination Preparation
2255 Network Fundamentals
2188 Network Technician
2178 Office Occupations
2198 Para Educator/Educational Assistant
2191 Personal Trainer/Aging Adult Specialty
2193 Personal Trainer/Group Exercise Leader
2180 Pharmacy Technician
2270 Retail Management
2174 Rural Health Aide
2187 Software Application Specialist
2252 Software Certification Examination Preparation
2211 Supervision
2189 Web Production Specialist
2256 Web Site Fundamentals
2181 Welding and Fabrication
2182 Welding Assistant

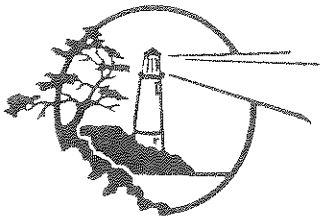
Training Opportunities

2201 Basic Nursing Assistant
2204 Perioperative Nursing

Adult Education Diplomas

3401 Adult High School
3301 GED
3700 English Language Institute


OCCI Baking and Pastry Graduate Survey 2006
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Very Satisfied/Excellent
Satisfied/Good
Neutral/Adequate
Not Very Satisfied/Fair
Not Satisfied at All/Poor
Education Experience/Program Expectations
Instructor Knowledge/Experience
Program Assessments
Program Objectives Achieved



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.

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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.

LH:cd
09/25/01

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

PA:dn
01/19/93

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 Plan

Southwestern Oregon Community College
OCCI-AAS Culinary: Baking and Pastry

OCCI-AAS Culinary: Baking and Pastry

Outcome: Yeast Raised Product Preparation

Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2031/ CRT 2032 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a B grade or higher.	Spring	Yes

Outcome: Chemical and Leavening Technique Skills

Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2033 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Egg and Dairy Based Product Preparation

Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses , custards, and creams.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2023, CRT 2032 and CRT 2024 ssessment Method Category: mbedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Fried Baked Goods Preparation

Prepare a variety of fried baked goods to include fritters and doughnuts.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Pastry Product Preparation

Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2032 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Chocolates and Sugar Use Skills

Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
CRT 2034, CRT 2035 **Assessment Method Category:** Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Application of Mixes Knowledge

List and explain the application of mixes and other convenience products pertaining to the baking process.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 Assessment Method Category: Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Business Concepts Knowledge

Utilize concept of cost control, purchasing, receiving , quality standards, profit and staffing costs.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2007 Assessment Method Category: Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

come: Nutrition Knowledge

Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
CRT 2016 Assessment Method Category: Embedded Course Assessment	70% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Supervisory Skills and Abilities

Demonstrate supervisory skills and abilities utilizing critical thinking skills.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment			
Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) ab Observations RT 2017 Assessment Method Category: Embedded Course Assessment	75% of the students will pass with a grade of B or higher	Spring	Yes

Outcome: Sanitation Knowledge

appreciation for the importance of sanitation and knowledge put to use in the operation of a professional bakery or kitchen.

Outcome Type: Learning
Start Date: 03/17/2009
Outcome Status: Currently Being Assessed

Means of Assessment

Assessment Method	Criterion	Timeline	Active
Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2015 **Assessment Method Category:** Embedded Course Assessment	80% of the students will pass with a score of 75% or higher	Spring	Yes

Unit Assessment Report - Four Column

Southwestern Oregon Community College

OCCI-AAS Culinary: Baking and Pastry

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
OCCI-AAS Culinary: Baking and Pastry - Yeast Raised Product Preparation - Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2031/ CRT 2032 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a B grade or higher.		
OCCI-AAS Culinary: Baking and Pastry - Chemical and Leavening Technique Skills - Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2033 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Egg and Dairy Based Product Preparation - Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses , custards, and creams. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:**	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2023, CRT 2032 and CRT 2024 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
Currently Being Assessed			
OCCI-AAS Culinary: Baking and Pastry - Application of Mixes Knowledge - List and explain the application of mixes and other convenience products pertaining to the baking process. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2044 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Business Concepts Knowledge - Utilize concept of cost control, purchasing, receiving , quality standards, profit and staffing costs. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2007 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Nutrition Knowledge - Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** CRT 2016 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 70% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry -			

Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Implementation Status
Supervisory Skills and Abilities - Demonstrate supervisory skills and abilities utilizing critical thinking skills. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2017 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 75% of the students will pass with a grade of B or higher		
OCCI-AAS Culinary: Baking and Pastry - Sanitation Knowledge - An appreciation for the importance of sanitation and knowledge put to use in the operation of a professional bakery or kitchen. **Outcome Types:** Learning **Start Date:** 03/17/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Written Tests Textbook Questions/Homework Practical tests(Baking) Lab Observations CRT 2015 **Assessment Method Category:** Embedded Course Assessment **Criterion:** 80% of the students will pass with a score of 75% or higher		

Assessment Summary

Administrative Area:

Scheduled Assessment Year 2006-2007

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
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

tion II: SWOT Analysis – Identify Strengths, Weak ses, 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	▪ 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
	1.2. 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 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 Nichols, Chef Instructors
	1.3. THE OREGON COAST INVITATIONAL	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
	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 *(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 development 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.	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
	3.2. ACF ACCREDITATION VISIT IN SPRING OF 2007 AND PREPARATION OF OCCI SELF-STUDY	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
	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)
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
• Locally developed tests or standardized Tests	• Exit interviews of students	• Student self-evaluations
• Faculty-created rubrics	• Student, employer and alumni surveys	• Point-of-service surveys
• Essays	• Graduation and transfer rates	• Focus Groups
• Blind-scored projects	• Job placement data	• Graduation Surveys
• Professional exams	• Satisfaction surveys	• ACT

• Capstone experience or course	• Observing and recording students' behaviors	• CCSSE
• Juried review of projects, exhibitions and performances	• Self-report measures assessing students' perceptions of what they've learned	• Observations (number of participants, number of inquiries, reaction of participants, etc.
• Portfolio assessment	• CCSSE	• Satisfaction surveys
• Certification & placement exams	• Research projects	• 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

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October 5, 2006

To: Stephen Schoonmaker
Linda Kridelbaugh
From: The OCCI Team
Nilda DoVale
Dale Fowler
Steve Kridelbaugh
Makayla Pedey
Tom Roberts
Kevin Shaw
Subj: The Oregon Coast Culinary Institute: Findings and Recommendations

This is a cover memo for sixteen (16) projects to improve the Oregon Coast Culinary Institute. These sixteen projects have been discussed in detail with the OCCI staff and they are in agreement with supporting these 16 activities. Not all of the details – budgetary and programmatic – have been determined for all sixteen projects, but there should be sufficient detail provided to determine whether or not to proceed, except for the Comcast project for which we need additional cost data.

Personnel: We believe that all of the personnel problems experienced by the OCCI program in the 2005/2006 academic year have been reduced or eliminated. All staff know that they must work together in order to grow the OCCI programs and to improve the Institute. All staff members are committed to working together to improve OCCI programs . All staff members are committed to giving time and commitment to these sixteen projects. We have come together as a team to work on and resolve issues and problems facing the Oregon Coast Culinary Institute now and in the future.

Budget: At this time, there are 50 students registered in OCCI programs: 12 in Baking and Pastry (Kevin Shaw cohort), 34 in the September 2006 Culinary program (Nilda DoVale and Tom Roberts cohorts), and 4 students in the Winter 2006 program (Dale Fowler cohort). If the fall 2006 cohorts continue through the program and graduate the income realized over the next five quarters would be approximately $950,000. One of the bigger tasks to be completed in the next three weeks is a detailed budget for the Institute, but we expect that the OCCI programs will lose between $100,000 to $200,000 this fiscal year as previously indicated to you and President Hansen. The budget shortfall is especially true if the fifteen projects described in this document move forward – in order to have a successful program we are going to have to expend funds on marketing and recruiting.

Compounding the budget problem is the fact that there will have to be equipment expenditures for items such as mixers in the Baking and Pastry Lab; a purchase of 24 attractive place settings, silverware, and glassware for the "Chef's Table" weekly luncheons. (Stephen is there any opportunity to have the Foundation provide ten to fifteen thousand dollars to acquire 150 to 200 attractive place settings, silverware, and glassware.) There will also be budgetary implications for the development of a digitized video that can be used to produce a cd and a small 15 to 30 second video that will be available on the OCCI web site for viewing by prospective students.

Marketing and Recruitment:

We will not address those marketing and recruitment efforts that have been accomplished out of Tom Nicholl's office, such as the direct mail program to high school students. Of all of the problems facing the Institute, the marketing and recruitment program is the most critical to fix, because if we do not bring students to the OCCI programs the Institute and its programs will suffer. As can be seen from below, seven of the sixteen projects involve marketing and recruiting efforts. Some of these projects will take time to evolve and bring students to OCCI programs, such as the OCCI/HIGH SCHOOL MENTOR – ARTICULATION PROJECT.

Other Marketing and Recruiting projects should bring immediate leads, such as using Directory Service company or companies on the World Wide Web.

It is our belief that all of the Marketing and Recruiting Projects should move forward with strict evaluation criteria being applied to insure that these projects/programs are cost effective and are bringing students to the OCCI programs. The marketing and recruitment programs will be examined to determine if they should be dropped, because they are not cost effective, or they will be tweaked to improve their outcomes.

All marketing and recruiting programs must be data driven and evaluated constantly to insure that they are functioning and producing results.

We believe that the recruitment goal for fall 2007 should be 100 students: one Baking and Pastry cohort and four Culinary cohorts.

Management Of OCCI Program:

People work towards those goals and objectives that they know are being measured by management and themselves on a routine basis. The higher the level of management oversight, the more importance is attached to the goals and objectives that are being measured by the people doing the work. We

cannot put enough emphasis on this recommendation: That the Vice President for Instruction or Student Services and/or the President meet bi-weekly or monthly for the next one to two years with the entire staff involved with OCCI to have a report on:

- Number of new leads by source: direct mail, web site, directory services, high school partners, college fairs, etc.
- Number of new leads contacted by OCCI recruitment staff.
- Number of leads converted to Enrollments.
- A one sentence summary of the status of each Marketing and Recruitment tool or program, and if completed how productive that tool or program has been for OCCI
- Number of OCCI students in remediation, begin with fall numbers and determine that students are making progress through the fall and winter quarters.
- Number of OCCI students retained, and why students dropped out or left the program.
- Number of students in externship positions.
- What is needed and/or can be done to make marketing and recruitment more effective.
- An annual report on the number of OCCI graduates – that is students that have completed their course work and externship.
- What is needed and/or can be done to make instruction in OCCI programs more efficient and productive for both instructors and OCCI students.

We are not asking for direct management, but we are asking that there be some oversight given to the OCCI program by either the Vice-President for Instruction and Student Services and/or the College President on a regular basis for the foreseeable future.

Finally, we need a response from you as to whether or not you want us to proceed with these programs. The sooner we know what you want the OCCI team to do, the sooner that progress will be made on the resolution of problems and issues facing the Institute.

Proposed Projects

MARKETING AND RECRUITING:

1.) COLLEGE FAIR ATTENDANCE BY OCCI CHEFS AND STAFF
2.) OCCI/HIGH SCHOOL MENTOR/ARTICULATION RELATIONSHIPS
3.) THE OREGON COAST INVITATIONAL
4.) 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 WEB FOR LEAD ACQUISITION.
7.) ADVERTISING THROUGH COMCAST IN ONE OR MORE METRO AREAS ON WEST COAST

INSTRUCTIONAL:

1.) LENS TRAINING FOR OCCI FACULTY
2.) EXTERNSHIP POSITIONS WITHIN OCCI PROGRAMS
3.) EXTERNSHIP POSITIONS OUTSIDE OF OCCI PROGRAMS
4.) INSURING THAT RESPONSIBLE STUDENTS COMPLETE ACADEMIC PORTION OF OCCI PROGRAM
5.) IMPROVING EFFICIENCY AND PROGRAM CONTENT OF BOTH OCCI PROGRAMS

MANAGEMENT AND ADMINISTRATION:

1.) EFFECTIVE MANAGEMENT STRATEGIES FOR THE OREGON COAST CULINARY INSTITUTE.
2.) ACF ACCREDITATION VISIT IN SPRING OF 2007 AND PREPARATION OF OCCI SELF-STUDY
3.) REINVIGORATING THE ADVISORY COMMITTEE FOR OCCI

PROFESSIONAL:

1.) CREATION OF AMERICAN CULINARY FEDERATION CHAPTER ON THE SOUTH COAST.

A detailed description of each of the 15 projects is attached to this memo.

cc: Dr. Judith Hansen
OCCI Staff
Tom Nicholls

Attachment: A Description of sixteen Projects to Improve the Oregon Coast Culinary Institute and its programs.

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:

CITY	DATES	WHO
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

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.

PROJECT 3: **EXTERNSHIP POSITIONS WITHIN OCCI PROGRAM**

DATE: September 28, 2006

START DATE: Fall, 2006

WHAT: 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.**

The Baking and Pastry Externship Job Description.

1.) To run a "Bake Shop" within OCCI that would offer weekly specials to the campus community. These would be breads, special pastries, and special baked products during the holidays. Weekly specials/products will be advertised through campus mediums, orders placed by Tuesday by 5:00 PM with product pickup and payment on Thursdays between 2:30 and 4:00 PM in the OCCI Baking and Pastry lab. The baked products will be high quality products. To assist Culinary Extern so that on a weekly basis there is a luncheon centered around the demonstration kitchen for 20 people. This weekly luncheon will be known as, "The Chef's Table".
2.) Both Externs will work with and support each other as needed to insure that both the "Bake Shop" and "The Chef's Table" are successful.

The Culinary Externship Job Description

1.) To run a weekly high quality luncheon for 20 people at OCCI on Friday afternoons. Luncheon would be served from 11:30 AM to 1:00 PM. Luncheons would be fixed menu (Prix Fixe) each week that will consist of a starter course (salad or soup or an appetizer), the entrée, dessert, bread, and beverage(s). The menus will be advertised well in advance to campus community. Seating will be by reservations. We expect to charge $20.00 per plate for this luncheon. This charge will cover all costs of this operation – labor and food. To assist with Bakery Extern so that the Bake Shop produces quality product for weekly sale on campus.
2.) Both Externs will work with and support each other as needed to insure that both the "Bake Shop" and "The Chef's Table" are successful operations.

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 with 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 LENs on cd for use of OCCI faculty. Provide faculty with League for Innovation web site and password for iStream use to access LENs program on computer.

BUDGET:

Cost of LENs on cd is $1,000. The College already belongs to the League and has purchased the rights to use the LENs system on iStream. Do we have to pay another $1,000 for the LENs program on cd?

EVALUATION:

Faculty will submit to the OCCI Director a quarterly report on what LENs 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 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.

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.

PROJECT 10: **A SUMMER INSTITUTE FOR HIGH SCHOOL CULINARY INSTRUCTORS AND STUDENTS.**

DATE: September, 2006

START DATE: Summer, 2007

WHAT: A summer institute for high school culinary instructors to receive training and obtain PDU's or CE's for their professional advancement. (In a conversation with Tom Nicholls (10/5/2006) he indicated that he asked many high school students at the Montana college fair if they would be interested in a short-term (3 to 5 days) intensive summer workshop, and the majority of these students indicated that they would be interested in such an opportunity. I bring this up here, because the summer workshop may want to be directed at high school students along with high school culinary teachers. It is something to think about and discuss.)

WHY: 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 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.

WHO IS RESPONSIBLE:

Chef Nilda DoVale with assistance from OCCI Director and other OCCI staff.

WHERE AND WHEN:

In the summer of each year, OCCI will put on a week instructional program for high school culinary instructors. We will seek partners in the food service industry and possibly partner with ProStart. ProStart charges partners to participate in their programs and the cost (fee) to the partner to put on a ProStart training program for ProStart instructors in the summer is currently $50,000. This could be an extremely exciting program for participants if they were allowed to bring their family, housing and food was relatively inexpensive, there were exciting elements of the instructional program, and participants and their families were given an opportunity to participate in leisure/sports activities that are plentiful on the South Coast during the summer months: golf, wine tours, fishing, side tours to the Redwoods, kayaking, time on the beach, etc.

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 12: **ADVERTISING THROUGH COMAST IN ONE OR MORE SELECTED METRO AREAS ON WEST COAST.**

DATE: October 3, 2006

START DATE: ASAP

WHAT:

To develop an ad that will be broadcast over Comcast's cable in one or two West Coast metro areas. Ads must be developed, ads run, leads will use telephone and email addresses to connect to OCCI in real time and speak with an OCCI representative that is either on the campus or through a call-center service. There are many questions about this program that has not been answered at this time.

WHY:

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.

WHO IS RESPONSIBLE:

OCCI Director and Tom Nicholls

WHERE AND WHEN:

To be determine, but ASAP.

HOW:

Create Ad, selected market(s), run ads, get leads, use call center service, track leads, track conversion rates.

BUDGET:

To be developed. Undoubtedly, will run into thousands, if not, tens of thousands of dollars for such a program. The budget will have to be much better refined prior to making any decisions as to whether or not we proceed.

EVALUATION:

Cost per lead and conversion rate of leads.

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 no 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 15: **ACF ACCREDITATION VISIT IN SPRING OF 2007 AND PREPARATION OF OCCI SELF-STUDY**

DATE: October 5, 2006

START DATE: ASAP

WHAT;

Take materials that have been prepared by Joanna Blount and prepare final OCCI self study report that will be submitted to the American Culinary Federation in the spring of 2007

WHY:

It is critical that OCCI receive the accreditation from the American Culinary Federation for program marketing, recruitment, and program integrity

WHO IS RESPONSIBLE:

OCCI Director, Vice-President for Instruction and Student Services, and Division Director. One individual will have to be assigned specific responsibility for preparation of an outstanding self-study to be reviewed, and submitted to ACF in a timely fashion.

WHERE AND WHEN:

Here and now.

HOW:

Vice President for Instruction and Student Services will have to assign responsibility for preparation, review, and submission of OCCI Self-Study.

BUDGET:

There should be no impact upon current budget.

EVAULATION:

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.

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:

CITY OF COOS BAY

CERTIFICATE OF OCCUPANCY

This Certificate issued pursuant to the requirements of Section 109 of the Oregon Structural Specialty Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the city regulating building construction or use. For the following:

Business: **SOUTHWESTERN OREGON**

Mailing Address: **COMMUNITY COLLEGE**
1988 NEWMARK AVENUE
COOS BAY, OR 97420

Bldg. Permit No: **BLD2004-00127**

Site Address: **1988 NEWMARK AVE**

Group:: V-N

zoning: QP3

type of construction: B

Building Official: Steve Werst

September 9, 2005

Fbldcofo 9/9/200:

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