



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-TIME FACULTY 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 2012. 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 culinology; 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 Stuergeess, 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 OCCl.

**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 spaces with the shared use of technology to prepare lesson plans and class presentations.

State-of-the-art technology is available for students and instructors in the classroom and across campus. Each classroom houses a computer system with Internet access, LCD projector and screen, speakers, and VHS/DVD player combination.

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 [acfcchefs.org](http://acfcchefs.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](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 Southwestern'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 indicated 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 data and surveys: e.g., employer surveys, graduate follow-up studies, student evaluations, placement statistics, state reviews, etc. Blank forms are *only* a portion of this exhibit
- 8.3 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 cross trained it is especially beneficial to students to have two full-time employees available to troubleshoot 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

Exhibits included in this self-study can be accessed through the Executive Director of Culinary Arts or by requesting information from the Office of Instruction.