American Culinary Federation, Inc. ● Attention: Accreditation ● 180 Center Place Way ● St. Augustine, FL 32095 ● 800-624-9458 ● www.acfchefs.org

American Culinary Federation Education Foundation Accrediting Commission

School and iMIS #:	**Oregon Coast Culinary Institute**	
Program Coordinator Or Lead Instructor:	**Randy Torres, CEC, AAC**	
Site-Visit Date:	**October 27, 28, 29 2020**	

Table of Contents
(Actual page position will change as Self-Study is filled out)

Timeline Quick Glance

Use the comprehensive ACFEF AC Timeline on the following pages to ensure tasks for your program's Postsecondary and Secondary Accreditation (i.e. Self-Study, Site Visit, etc.) will be completed in a timely fashion. The ACFEF AC Timeline will assist you with organizing the resources needed to successfully complete the process required to become a Postsecondary and Secondary Accredited Program.

Quick Glance key dates and tasks to be aware of:

Time Prior to Site Visit	Task
12-18 months	Submit application.
12 months	Determine and schedule Site Visit date.
10-12 months	Complete Self Study and corresponding Exhibits.
180 Days Before Site-Visit	An Invoice for Site-Visit Fees (see Fee Schedule) will be sent to the school from National Office **180 Days prior to site-visit.**
90 Days Before Site-Visit	The invoice must be paid in full, no later than **90 Days prior to school's scheduled site-visit.**
60 days Before Site-Visit	Send completed Self Study and corresponding Exhibits to ACFEF AC National Office and Evaluators.
60 days Before Site-Visit	Send Site Visit Data Sheet details (hotel confirmations, transportation and reception information, etc.) to ACFEF AC National Office.
Site Visit Day(s)	Refer to attached Timeline for Site Visit Flexible Schedule.
2 Weeks After Site Visit	Written Team Report Summary Sent to program to review. Any non-compliance areas that are cited must be responded to in writing to the ACFEF AC by the specified date.
30 Days After the Site Visit	Pay invoice for Site Visit Evaluator expenses incurred during the Site Visit.
30 Days After the Commission Decision in January or July	ACFEF Commission Letter / Certificate sent within 30 days after the Commission meeting.

Self-Study Task Timeline

1. Use the following Self-StudyTask Timeline, to ensure tasks for the Self-Study/ Site Visit are completed in a timely fashion.

Time Prior to Site Visit	Date Completed	Self-Study Tasks
12-18 months		ACFEF Certification Application submitted to ACFEF National Office with payment and Section 1.0 of this Self-Study document.
12 months		Determine Site Visit date with the ACFEF Accreditation Department. Site Visit Date: _____

12 months		Establish a Steering Committee composed of administrative and instructional staff, students, program graduates and employers. The Steering Committee has the responsibility of planning and leading the in-depth analysis of each aspect of the program, as it relates to the ACFEF Standards.
		
		Select a chair of the Steering Committee who will:
		1. Facilitate the progress and ensure deadlines are met.
		2. Conduct an in-depth analysis of each ACFEF Standard as it relates to your program.
		3. Conduct meetings, lead in-depth discussions and disseminate copies of the Self-Study.
		4. Guide the Steering Committee in review of the initial drafts for the following:
		    a. Does the response accurately address the standard?
		    b. Is supporting documentation available to support the response?
		    c. Is the response complete, clear and concise?
		5. Assign the task of reviewing a final draft of each Self-Study section.
		
		The Steering Committee will:
		- Plan the work, make assignments, suggest new approaches and finalize the Self-Study
		- Review each section of the Self-Study. Note: The Steering Committee may form sub-committees to focus on specific areas within a section of the Self-Study.

8-12 months		Review Self-Study template and Exhibit files provided on the thumb drives mailed to you by the ACFEF Accreditation Department. The Exhibit files are to be used for filing the documents as indicated within the Self-Study.
10-12 months		Complete each section of the Self-Study using the Self-Study Template. In addition to the narrative responses required in this Self-Study template, all required Exhibits must be included at the time of submission. Use the Exhibit Checklist in the next section to help verify that you have included all of the required Exhibits. Please be sure Exhibits: 1. Are printed and filed in the appropriate sections of your hard copy of the Self-Study. 2. Exhibits are named and filed in the appropriate file labeled on the ACFEF provided thumb drive. 3. Exhibits which answer specific questions are clearly identified and referenced within the narrative.

		4. Exhibits do not have any student identification information on them (*please remove names, student identification numbers, social security numbers, etc.)*

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
60 days		Mail copies of your completed Self-Study and Exhibits on Thumb drives as follows: a. Mail one thumb drive to each evaluator (two evaluators for Secondary programs and three evaluators for Post-Secondary programs). b. Mail one thumb drive to: American Culinary Federation Attn: Post-Secondary and Secondary Accreditaiton Department 180 Center Place Way St. Augustine, Fl 32095
60 days		The ACFEF Accreditation Department will send you the ACFEF Site Visit Data Sheet containing evaluator information (two evaluators for Secondary programs and three evaluators for Post-Secondary programs). Once you receive the **ACFEF Site Visit Data Sheet** please provide the following information: **Program Contact Information:** - Name: - Email address: - Work phone: **Hotel Information:** Note: The Program is responsible for making hotel reservations and prepaying for a hotel room for each Site Visit Evaluator. - Hotel Name: - Hotel Website Address: - Hotel Address: - Hotel Phone #: **Tour and Reception and/or Dinner Information:** Note: If you are having a reception or a dinner for the Site Visit Evaluators, please provide the date, time and location. - Tour and Reception and or/Dinner Date: - Tour and Reception and/or Dinner Time: - Tour and Reception and/or Dinner Location: **Transportation Information:** Note: The Program is responsible for making ground transportation arrangements for the Evaluators that are flying to the Site Visit. Transportation is needed to and from

		the airport/hotel, to and from the reception/hotel, and to and from the school/hotel each day. A rental car is an option by request of the program.
		- Name of person or service picking up Evaluators:

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
14 days		Alert Advisory Committee members, program graduates, and student employers of the date the Site Visit Team is coming and that they may be contacted prior to or during the Site Visit. Note: Interviews can be accomplished though hosting a reception, dinner or lunch during the Site Visit.
14 Days		Inform instructors that they will be interviewed and observed during the Site Visit. They will be asked to produce their course curriculum, the text books and resources (on and off-line) used and their grade books (or on-line grading system). They will also be asked to discuss their role in policy development and/or implementation, outside professional activities, annual technical updating of skill sets, in-service training, formal course work, duties outside teaching, etc.
7 days		Re-confirm all information on the *ACFEF Site Visit Data Sheet* is correct. If any information has changed, please contact the ACFEF Accreditation Department at (800) 624-9458.
1 day		Arrange for a conference room or private office large enough for the ACFEF Site Visit Team to use as a workroom during their time on campus. The following items should be available for the ACFEF Site Visit Team in the workroom during their visit. 1. Minimum 2-6' tables and 4 chairs. 2. Laptop or desktop computer with internet access and access to a printer. 3. Refreshments including: coffee (regular and decaf), tea, bottled water, juice, soft drinks and healthy snacks (fruits, nuts, granola bars, etc.) 4. Self-Study support documents including: ☐ Hard copy of the completed Self-Study and all required Exhibits. ☐ Current class schedules indicating date, time, course name and number, classroom/lab number of students and instructor name. ☐ Student files (5 per group). Include active students and graduates. ☐ Program budgets. ☐ Faculty and Department Meeting minutes. ☐ Advisory Committee minutes (history file) ☐ Documentation of in-service training attended.

		☐ Course Syllabi (Syllabi should reflect the required knowledge competencies). ☐ Complete lesson plans for all courses. ☐ Guest speaker and field trip documentation. ☐ Completed Student Equipment Safety Checklists. ☐ Program textbooks and online resources use in classes. ☐ Program catalogs. ☐ Publications and media that describe the program (i.e. videos, newspaper ads, brochures). ☐ Inventory or resource list of program periodicals, reference materials, AV equipment, etc. ☐ Externship files and documentation (if applicable). ☐ Programmatic Assessments (i.e. instructor peer reviews, student evaluations, etc.).

Self-StudyTask Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
Site Visit Day 1 Flexible Itinerary		**2:00 -- 3:00pm** - Evaluators arrive (flying or driving) and check into hotel. **4:00 – 5:30pm** - Evaluators and Program Coordinator or Lead Instructor take tour of culinary facility and work room. - Brief overview of full day visit. - Evaluators begin review of documentation provided in the work room. **5:30pm – 6:30pm** - Reception: Evaluators meet Advisory Board members, graduates, employers, parents. Note: A welcome reception is not mandatory, but many programs choose this venue to have the evaluating team meet and talk with the Advisory Committee, school administration, employers, and graduates. In lieu of a welcome reception, you may choose to have a luncheon on Day 2 (the full day) of your Site Visit.
Site Visit Day 2 Flexible Itinerary		**Beginning of the school day – 12:00pm** - Observation lecture and lab classes. - Instructor interviews. - Student interviews. - Tour / interviews Resource Center, Student Services Department, Admissions and Tutoring Lab. - Review student records, course syllabi, lesson plans, assignments, quizzes. **12:00pm-1:00pm** - On-site Lunch (Note: Student prepared and served lunch is ideal. If any of the team has special dietary needs, they have been advised to inform the Program Coordinator as appropriate. **1:00pm – End of school day** - Observation of afternoon classroom lecture. Note: The team will divide to observe classroom and lab activities. Advise your instructors not to

		disrupt class when a team member enters the classroom. The team member should sit or stand in the back of the room for observation – not participation. - Observation of afternoon Lab instruction - Student interviews - Evaluating team convenes to begin Team Report. **End of School Day – Approximately 30-45 min (Secondary Only)** - Exit meeting – Verbal Team Report summary (May include Program Coordinator, Lead Instructor, Principal, CTE Director).
Site Visit Day 3 Flexible Itinerary (Post-Secondary Only)		**8:00am – 9:00am (Post-Secondary Only)** - Exit meeting – Verbal Team Report summary (May include Program Coordinator, Lead Instructor, Principal, CTE Director).

Self-Study Task Timeline (continued)

Time Prior to Site Visit	Date Completed	Self-Study Tasks
2 Weeks After the Site Visit		The written Team Report Summary will be sent to the program contact for review. Any non-compliance areas that are cited must be responded to in writing to the ACFEF Accreditation Department by the date specified. Note: You should have no further contact with the evaluator(s) regarding the visit. All follow-up questions should be addressed to the ACFEF Accreditation Department.
30 Days After the Site Visit		An invoice will be sent to you with the Evaluator Team expenses incurred during the on-site visit. The invoice must be paid within 30 days of receipt. Note: The invoice must be paid prior to the ACFEF Accrediting Commission meeting (July for Spring Site Visits and January for Fall Site Visits). Programmatic certification letter(s) and certificate(s) will be held until payment is received.
30 Days After the ACFEF Commission		The ACFEF Commission meets twice per year to review the Site Visit results including the Team Reports and Program Responses.

Decision in January or July		- If your program's Site Visit was scheduled in the spring, January-May, the ACFEF Commission will review your program in July. - If your program's Site Visit was scheduled in the fall, September-December, the ACFEF Commission will review your program in January. **You will receive an ACFEF Commission Letter / Certificate within 30 days after the Commission Meeting.**

Program Notes/Comments:

Exhibit Checklist

1. Use the following Exhibit Checklist to ensure all necessary supporting documentation is included with your Self Study.
2. Save corresponding documents to the appropriate file name on the thumb drive provided by the ACFEF.
3. A divider tab is listed between section. When printing the Exhibits, place the printed hard copy behind the appropriate Tab.

1.0 Program Eligibility
✓ Exhibit 1A (Standard 1.1) Copy of legal licensure to operate and a state certificate of approval provided for secondary or post-secondary education by the Department of Education or a comparable government agency. Copy of certification of institutional accreditation. Submit with Application.
✓ Exhibit 1B (Standard 1.2) Copy of Post-Secondary Accreditation / Secondary Accreditation Application.
✓ Exhibit 1C (Standard 1.3) List 5 recent graduates and their places of employment. Include name, address, email and phone number of the Graduates and employers. Note: Recent graduates must have graduated within the last 5 years.
2.0 Mission and Goals
✓ Exhibit 2A (Standard 2.1) Copy of the program's mission and goals.
3.0 Organization and Administration
✓ Exhibit 3A (Standard 3.2) Organizational chart for the administrative structure of the program.
✓ Exhibit 3B (Standard 3.5 and 3.7) Advisory Committee minutes for past year.
✓ Exhibit 3C (Standard 3.6) Roster of Advisory Committee Members including contact information (phone #, email), company name, and title.
✓ Exhibit 3D (Standard 3.8) Financial Statement for the program for the last fiscal year (department budget - audited or unaudited).
4.0 Faculty and Staff
✓ Exhibit 4A (Standard 4.1) Program Coordinator Job Description and Resume or Professional Development Report.
✓ Exhibit 4B (Standard 4.2) Job descriptions for program related staff and faculty.
✓ Exhibit 4C (Standard 4.3) Copies of instructor certifications showing expiration dates.
✓ Exhibit 4D (Standard 4.3, 4.4, 4.9) Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.
✓ Exhibit 4E (Standard 4.8) Faculty Meeting Minutes.
5.0 Curriculum
✓ Exhibit 5A (Standard 5.2) Sample syllabi and lesson plans for the following courses: Nutrition, Sanitation and Human Relations Management.
✓ Exhibit 1D (Standard 1.4, 5.8 and 5.9) Completed Required Knowledge and Skill Competencies Template for each program to be reviewed.
✓ Exhibit 5B (Standard 5.11) Lab Evaluation Form.
✓ Exhibit 5C (Standard 5.17) Copy of completed student Equipment Safety Check Sheet
✓ Exhibit 5D (Standard 5.20) Sample of required documents used in the supervised work experience portion of the curriculum, if applicable.
6.0 Facilities
✓ Exhibit 6A (Standard 6.1) List of major lab equipment.
✓ Exhibit 6B (Standard 6.1) Diagram or floor plan of the labs, lecture classrooms and dining space, if applicable.
✓ Exhibit 6C (Standard 6.5) Current sanitation report, if required by federal, state or local code.
7.0 Students Services
✓ Exhibit 7A (Standard 7.1 and 7.4) Copy of program catalog (hardcopy and/or online).
✓ Exhibit 7B (Standard 7.4) Student Handbook.
8.0 Program Assessment
✓ Exhibit 8A (Standard 8.01) - Evaluations and Surveys: Provide dates, sample forms, and results from the most recent: - Current student evaluations of courses and faculty   - Graduate surveys   - Graduate follow-up surveys
✓ Exhibit 8B (Standard 8.02) - URL Link for each Program outcomes data on programs website landing page: ==Postsecondary Only==   - Student graduation rates.   - Job placement rates.   - Entry level ACF certification by graduation.
9.0 BA Domains Only

□ Exhibit BA1 (Standard 9.01)- Completed Bachelor Degree Domains template.	
□ Exhibit BA2 (Standard 9.03) Copy of Bachelor Degree Course Requirements.	
□ Exhibit BA3 (Standard 9.05) Sample of required documents used in the experiential learning component, if applicable.	
10.0 other	
✓□ Exhibit 10A (Standard n/a) Teaching schedule in effect during the time of the Site Visit – <mark> </mark>	

Instructions

Included in the following pages of the Self-Study are a series of questions that pertain to your program in relation to the ACFEF Standards and Required Knowledge and Skills Competencies.

Please read each question carefully and provide narrative answers below each Standard listed. Please try to keep yours answers as brief and concise as possible. In addition to your narrative response, Exhibit document(s) may be required. If an Exhibit is required insert a Hyperlink for Exhibit as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Note: All Exhibits must be saved to the master thumb drive (ACFEF copy), prior to creating Hyperlinks in the Self-Study and making copies of the thumb drive files for the evaluators.

Please see the examples below detailing how each standard will appear in the Self Study.

Examples

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
1.02 The program's application for accreditation must be authorized by the institutional chief executive or designee.	1. Exhibit 1B - Copy of Postsecondary and Secondary Application.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink:**	
Narrative Response: n/a	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.04 Guest speakers and field trips are utilized to provide program enrichment.	1. Write narrative response describing: a. How the program uses community resources, including field trips and guest speakers. List specifics from the previous year.
Narrative Response: Guest Speakers:	

1. College Representatives from The Art Institute, Le Cordon Bleu, Johnson and Wales University.
   - Students/employees of these post-secondary schools visit our program to share information about their school and the culinary
     curriculum.

2. Local Chefs and Business Owners from Carrabba's, Downtown Bar-B-Que and The Bakery.
   - Spoke to students about their experiences in industry and also instructed them in lab experiences.

Field Trips:
1. Hospitality Education Foundation of Georgia's annual Hospitality and Career Expo
   - Students are exposed to multiple careers in the Hospitality Industry. The expo provides over 100 companies showcasing their
     products, services and education.

Section 1.0 - Program Eligibility Criteria

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
1.01 The program must be offered at an institution which is legally authorized under applicable state law to provide Secondary or Postsecondary education and is institutionally accredited by an agency recognized by the U.S. Department of Education or approved by a comparable National or International government agency responsible for the oversight of the Institution.	1. Exhibit 1A - Copy of legal licensure to operate and a state certificate of approval to provide Secondary or Postsecondary education by the Department of Education or a comparable National or International government agency. 2. Write a narrative response to provide: The contact information (name, address, phone number, email address / website of the Department of Education or a comparable National or International government agency. If a recognized agency has denied accreditation, placed the program on public probationary status, or has revoked the accreditation, provide an account of such action(s). Note: The ACFEF will use this information to conduct due diligence to confirm governmental authority and accreditation status with institutional accreditors through verification on a governmental website or accreditor's website or by telephone calls as needed.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 1A (1.1) Legal Licensure

Narrative Response: Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Northwest Commission on Colleges and Universities

8060 165th Avenue N.E., Suite 100

Redmond Washington, WA 98052

425.558.4224

The Northwest Commission on Colleges and Universities is a nationally recognized regional accrediting agency by the U.S. Department of Education.

Copies of the college's accreditation, self-study reports, approvals, and certifications are available for review by contacting the Accreditation Liaison Officer or requesting to review copies of reports which have been made available at the Library (not all reports are available at the Library at this time), located in Tioga Hall or posted in the Institutional Report Archives.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
1.02 The program's application for accreditation must be authorized by the institutional chief executive or designee.	1. Exhibit 1B - Copy of Postsecondary and Secondary Application. -

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 1B (1.2) ACFEF Application

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
1.03 The program must have a minimum of 1 year's graduates and a graduation rate that is acceptable by the institution or accrediting body.	1. Exhibit 1C - List 5 recent graduates and their places of employment. Include name, address, email and phone number of the graduates and employers. Note: Recent graduates must have graduated within the last 5 years. 2. Write a narrative response describing: a. The institution's graduation rate goals.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 1C (1.3) 5 Recent Grads Employ

Narrative Response: The OCCI director and staff work with the Institutional Researcher to review and report on academic programs utilizing threshold indicators on an annual basis. Reports are generated indicating course retention and completion rates. The college submits enrollment numbers to the National Student Clearing House, (NSC) and also to IPEDS. The graduation rate has improved in recent years due to diligent work with each individual student to assure course completion with a passing grade as well as acceptance to an acceptable externship site.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
International ONLY:	1. Write narrative response listing:

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
~~Standard 1.04 The Program Coordinator (or main contact) must speak English in order to communicate with the ACFEF AC and Site Visit Team. If necessary the Institution would be responsible, at the Institution's expense, provide a translator to speak with the advisory committee and other pertinent staff.~~	~~a. The personnel the ACFEF AC ad Site Visit Team will be working with during the process and the languages they speak.~~ ~~b. If a translator is to be used on-site, please list their name as well.~~

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: NA

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
~~International ONLY: Standard 1.05 All Institution / instructor educational information in catalogs, student handbooks and on website and food, health and safety reports must be submitted in English or must be accompanied by a notarized English translation.~~	~~1. All Self Study and supporting Exhibits provided to ACFEF AC must be in English or by a notarized English translation for ACFEF confirmation of Standards.~~ ~~N/A~~

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:

Section 2.0 - Program Mission and Goals

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
2.01 The mission and goals of the program are consistent with the philosophy of the institution as well as industry standards.	1. Exhibit 2A - Copy of the program's mission and goals. 2. Write a narrative response describing: a. The mission and goals of the program and how they coincide with the philosophy of the institution as well as industry standards.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 2A (2.1) Mission and Goals

Narrative Response: SWOCC's Mission is "Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner." This encompasses the College's broad educational purposes and its commitment to student learning and achievement. This Mission, Core Themes and Core Values support the Vision - *Southwestern leads and inspires lifelong learning.*

Southwestern's Core Themes:
- Learning and Achievement
- Access
- Community Engagement
- Sustainability

Southwestern's Core Values:
- Community
- Learning
- Innovation
- Professionalism
- Stewardship

https://www.socc.edu/staff-administration/presidents-office/

OCCI's Mission: OCCI's Mission Statement: OCCI aims to offer its students excellence in education based on a cutting-edge curriculum, which evolves and adapts to industry trends by collaboration with industry leaders. Skilled, innovative instructors working in state-of-the-art kitchens with the latest equipment will provide students with the knowledge, technique and skills to inspire them to be leaders in their chosen culinary profession.

The basis for the curricula at Oregon Coast Culinary institute (OCCI) is a hands –on approach to both Culinary and Baking & pastry. Students are trained in chosen discipline skill sets along with sanitation & safety, customer service and management skills as they relate to hospitality industry. Both degrees provide core general education in communications, writing, and math computing skills as well as also lifelong wellness.

Culinary Arts
The goal of our program is to train students for the vast culinary world preparing them for entry level employment as professional and competent culinarians.
Baking and Pastry Arts
Preparing students for employment in the baking and pastry field giving essential skills to work in retail or wholesale establishments.

Section 3.0 – Organization and Administration

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

3.01 There are clearly defined administrative channels for the program, which allow it to operate effectively.	1. Write a narrative response describing:
	  a. The administrative and teaching responsibilities of the person responsible for the oversight of the program (i.e. Program Coordinator, Lead Instructor, etc.).
	  b. To whom this person reports on matters such as finance, policies, admission and curriculum.
	  c. Their role in assessing, planning, evaluating and implementing changes to the program.

Narrative Response: 1. a) The Program Director is Randy J. Torres CEC, AAC. Chef Torres joined OCCI in 2010 as a faculty member for the Culinary Arts program. In 2017 he assumed the Director position over both programs, Culinary and Baking and Pastry. Later he was promoted to Director of Dining Services for the college campus. Chef Torres oversees all food service operations. Chef Torres brings over 26 years of experience in the foodservice industry.

A.) Outline of program Director's administrative and teaching responsibilities:
- Oversee all curriculum development.
- Assist in college recruitment, retention and articulation.
- Prepares accreditation materials for annual reports.
- Maintains ACF programs accreditation standards.
- Directs all hiring of staff and faculty for college food services areas.
- Administrates advisory board, public relations & community events.
- Develops budget for programs and special projects.
- Facilitate the development of faculty and staff.
- Mediate student and faculty issues that are relevant to the department.
- Holds department meetings.
- Procurement of all foods for daily operations.
- Procurement and inventory of all equipment.

B) Reporting Structure
A basic outline of the Programs Director's reporting structure is noted below:
Chef Torres reports directly to the Vice President of Instruction, Dr. Ali Mageehon.
- In matters of finance, the Program Director works in cooperation with Vice President of Instruction, Dr. Ali Mageehon.
- In matters of polices, the Program Director works in cooperation with Vice president of Operations, Jeff Whitey.
- In matters of daily building operations, the program director works in cooperation with Director of Maintenance, Emerald Brunett.
- In matters of admission, the program director works in cooperation with Vice President of Enrollment Services, Tim Dailey.
- In matters of daily academics, the program director works in cooperation with Vice President of instruction, Dr. Ali Mageehon.

C) Role in assessing, planning, evaluating and implementing changes to the program:
Chef Torres takes the lead in all program development in conjunction with faculty, educational effectiveness experts, advisory board, institutional data & industry needs.
Chef Torres is responsible for all areas of OCCI programs, facilities, the programs' budgets and the communication of information throughout the college campus.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
3.02 There is an organizational chart showing the structure of the program.	1. Exhibit 3A - Organizational chart for the administrative structure of the program.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 3A (3.2) Program Org Chart

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

3.03 The Program Coordinator is responsible for ongoing assessment, planning, implementation and evaluation critical to an effective educational program.	1. Write a narrative response describing:
	    a. Statistical Information.
	    b. Planning documents.
	    c. Name and title of designated person responsible for ongoing assessment, planning and evaluation of the program.

Narrative Response: 1) Each program at Oregon Coast Culinary Institute undergoes an annual assessment review. There are several individuals that are responsible for assessment of the program, however, the Institutional Researcher, Robin Bunnell, is the primarily responsible. The Culinary department works in concert with all the other CTE programs within the college. As you will see our current program outcomes, the past culinary director set these outcomes; I plan to make some updates to our outcomes.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
3.04 Instructors have a balance of teaching, lab coordination, and administrative responsibilities to result an effective educational program.	1. Write a narrative response describing: a. How the instructors are able to maintain a balance of teaching, lab coordination, and administrative responsibilities.

Narrative Response: Full-time Faculty work is a contract of 10 months with the choice of an additional summer contract.

All full time faculty are required to participate in institutional in-services along with involvement in college committees. Full time faculty are invited to participate in other college programs' clubs, coaching or other student related events. Faculty are given release time for professional development and funding for travel.

Adjunct Faculty are assigned courses as available and only teach those courses. They are required to keep office hours and maintain contact as needed with students. Part-time faculty are not required to participate in institutional in-services or college committees but are invited to participate in other college programs, clubs, coaching or other student related events.

We currently have three full time faculty members and the Director will instruct classes as needed.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

3.05 The program will have an Advisory Committee whose meetings are scheduled twice per year (one meeting per semester) to advise the program and respond to the employment needs of the industry. Written agendas and minutes which include members in attendance and are available to document this activity.	1. Exhibit 3B - Advisory Committee minutes for past year which include:
	   a. Minimum of two written meeting minutes.
	   b. Meeting minutes include: list of Advisory Committee members in attendance (with their titles).
	   c. Meeting minutes include agenda topics:
	     - curriculum
	     - facility equipment
	     - student recruitment
	     - graduate placement
	     - externships
	     - funding sources
	     - scholarships
	     - industry needs
	     - ACFEF standards and Required Knowledge and Skills Competencies
	     - examples of major suggestions and results
	
	2. Write a narrative summarizing the Advisory Committee; meetings, members and objectives.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 3B (3.5, 3.7) Advisory Comm Min

Narrative Response: The Advisory Committee convenes twice a year in a face-to-face meeting and replies to two questionnaires remotely, over the year. The program coordinator checks in with board members routinely to discuss current trends in the industry or specific topics like how to deal with a pandemic. Meetings take place in the fall and spring. Because our college is located in a rural area, we find that we need to be flexible in the way we conduct our meetings. Members might call in or we'll do a video conference. We do find that it becomes more difficult to get members to participate as they seem to have less time to spare away from their work and lives. The challenge for our college is to be creative with our time and how we gather information for our board. We are working on establishing further goals and assigning a board chairperson. We appreciate the advice, expertise, and job placement assistance our board members provide, helping us stay focused on the college vision, themes and goals.

The Advisory Committee serves both OCCI programs with representation from both sectors of the industry.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
3.06 Members of the Advisory Committee include a variety of representatives from the hospitality industry (institutional foodservice, restaurants, clubs, hotels, allied foodservice businesses or education) and must include a current student or recent graduate of the program.	1. Exhibit 3C - Roster of Advisory Committee Members including contact information (phone #, email), company name, and title. Note: Recent graduates must have completed the program within the last (5) years. 2. Write narrative response describing: a. Design of Advisory Committee and reason for its composition. b. Criteria and requirements for Advisory Committee members. c. Frequency of meetings. d. Functions and responsibilities. e. Examples of major suggestions and results.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 3C (3.6) Advisory Comm Roster

Narrative Response: A) It is the belief of Southwestern Oregon Community College that the only way to meet the needs of our students and to also deliver quality education is in partnership with our community leaders and industry professionals. Following the path our Board has developed is a primary way to meet our goals and deliver relevant curriculum which will lead students to fruitful careers in the culinary field. This also helps the college's development of a sustainable operation of instructional programs that reflect the college's goals, themes and values.

Purpose and goals of The Advisory Board Oregon Coast Culinary Institute:

- To advise OCCI on current industry methods and measures needed for student success.
- To help OCCI determine community needs and objectives in areas of curriculum and employment.
- To advise on curriculum content, facilities, and equipment.
- To advise on career opportunity and employment placement.

 B) Criteria and requirements for Advisory Committee members:

- Expert (specific area)
- Employer (hires graduates)
- Proprietor (ownership)
- Industry contact (works in field)
- Faculty (current in instruction)
- Recruitment (data what is being asked by incoming students)
- Financial aid (trends in the matter of finance)
- Alumni (past graduate in the last 5 years)

- Current student (share student perspective)

All Board members must:
- Be willing and able to invest the time to attend meeting and complete questionnaires.
- Knowledge of culinary industry or related field.
- Familiar with licensing and other industry requirements.
- Have a good reputation and serve as a role model to our students.

C). Frequency of meetings

- Twice a year (not including follow up)

Administrators

Board shall include Program Director and Divisional Dean who will be invited to spring meeting.

Faculty Members
- Full and part time faculty will be members of board
- Selected part-time faculty will be invited be a part of the board

Qualifications for part-time faculty members
- Must show an interest in serving as a board member
- Must have taught for at least 1 full school year cycle
- Member may also be former adjunct faculty or retired

Student Members
- Each board will have student member representation

Qualifications for selection of student members
- Full time student
- Have at least 3.0 cumulative grade point average
- Must show an interest in serving on a board member
- Student on externship can participate

Invited guest of Advisory
- Vice President of Instruction.
- Other college faculty
- Admissions and career services
- Financial aid services
- Student services
- Student that have graduated

D.)Responsibilities of Advisory Board
- Attend all board meetings
- To provide professional expertise as needed for the program
- To assist in educational goal setting
- Promotion of the board program

Responsibilities of Southwestern to Advisory Board
- To communicate college needs and expectations
- Set calendar and inform board members
- Provide meeting minutes
- To act on input and recommendations given by board

E.) Examples of major suggestions and results:
- Suggestions regarding curriculum and the development of the "academic," non-culinary courses.
- Suggestions and leads on kitchen equipment; what's working and what's not
- Job placement assistance on an ongoing basis
- Pointers and suggestions regarding currents events such as dealing with pandemic issues

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

3.07 The Advisory Committee assists to ensure the program responds to the needs of the industry, including job skills, equipment and continues to meet the ACFEF Standards.	1. Exhibit 3B - Advisory Committee minutes for past year (at least 2). - Done
	
	2. Write narrative response describing:
	  a. How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills, equipment.
	  b. How the Advisory Committee ensures the program continues to meet ACFEF standards.
	  c. The programs student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 3B (3.5, 3.7) Advisory Comm Min
F:\2. Exhibits\Ex 3C (3.6) Advisory Comm Roster

Narrative Response: Our Advisory Committee plays an active role helping OCCI shape the program to direct our students and meet the needs of the food & beverage industry. Our committee members report overarching problems with students/new cooks in their establishment that include the lack of a sense of urgency, critical thinking skills & consistency. Our faculty listened and have taken action in the classrooms by adopting a job-ready approach, not just understanding how to follow a recipe. The Committee has also given us feedback on kitchen equipment needs so that

we assure our students understand the basic functionality and safety of common restaurant equipment. We make an effort to maintain a variety of equipment students will see out in the industry.

Our goal is for our students to have the understanding that every establishment will have different needs and budgetary restrictions that will influence the type of equipment they maintain. We recently added a new wood fired pizza oven into our program as we see an up-tic in students wanting to start a food cart/trailer/mobile micro business.

Our Advisory Committee has indicated they are pleased with our direction on how we are teaching students. They've commented on the difference that they have noticed in our students over the last couple of years; sighting more unity and willingness to engage among all the students. Most of our board members have very little ACF experience. As a new director I am planning on making sure our board is fully versed in ACFEF standards and I am planning on updating our program outcomes.

Standard # and Description	E Evidence of Compliance – Program to Provide the Following Information

3.08 There is evidence of continuing financial support commensurate with the resources of the institution and appropriate to the needs of the program.	1. Exhibit 3D - Financial Statement for the program for the last fiscal year (department budget - audited or unaudited).
	
	2. Write narrative response describing:
	  a. If you receive any outside funding (i.e. government or private industry grants).
	  b. At what point you believe the program will be self sufficient.
	  c. If program will be able to continue if outside funding expires.
	  d. If the program operates an income producing business (i.e. catering, cafeteria, restaurant, vending), how those funds relate to the program's operations and provides for capital expenditures.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 3D (3.8) Financial Statement

Narrative Response: 3.08
2a) OCCI is a program of Southwestern Oregon Community College, other than state funding OCCI does not receive any outside funding other than Perkins Grant Funds that we applied for and received. We've used these funds for staff development, new ice carving equipment and to help purchase our wood-fired pizza oven on a trailer.
b.) The program depends upon the college infrastructure and the college counts on income from the program. Once bond issuances are paid off, (in May 2026), and at that point the program should be self-sufficient.
c.) Our program stands on its own and is an Enterprise fund for Southwestern Oregon Community College. Once our building is paid off we will be able to transfer even more to SWOCC's General Fund.
d.) OCCI does not operate an income producing business at this time.

Section 4.0 - Faculty and Staff

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
4.01 The Program Coordinator must satisfy the requirements of the institutional job description.	1. Exhibit 4A – Program Coordinator Job Description, Resume and Professional Development Report (PDR).
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink: F:\2. Exhibits\Ex 4A (4.1) Prog Coord Job Desc**	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

4.02 There are written job descriptions for program staff.	1. Exhibit 4B - Job descriptions for program related staff and faculty including:
	   a. Instructors
	   b. Person responsible for matters such as finance, policies, admission and curriculum (i.e. CTE Director, Principal, Dean, etc.).
	   c. Faculty and support staff.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink: F:\2. Exhibits\Ex 4B (4.2) Staff and Faculty Job Desc**	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

4.03 The faculty has professional preparation relevant to their areas of responsibility, and has demonstrated and documented professional participation in those areas.	1. Exhibit 4C - Copies of instructor certifications (i.e. ServSafe) showing expiration dates.
	
	2. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.
	
	3. Write narrative response describing:
	   a. Each faculty member's background strengths and how they relate to the courses for which they are responsible.
	   b. The faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: **F:\2. Exhibits\Ex 4C (4.3) Instructor certifications**
See below for Exhibit 4D

Narrative Response: All OCCI instructors have both formal and practical education in their field. As will be noted in their biographies, they possess a wealth of experience in the culinary fields. Two of the three instructors are ServSafe proctors. Each instructor has demonstrated proficiency in their area of instruction.

a.) Chef Chris Foltz – Chef Chris began working in the industry at age 15, in a butcher shop. From there he found employment in high-end restaurants in the Baltimore and DC area, completed dual degrees at Baltimore International Culinary College at age 21 and began traveling the world to learn from other chefs. Chef Chris has over 25 years culinary experience and was a very successful executive chef as well as a Master Carver and Certified Ice Instructor.

Chef Laura Williams, CEC, was a gold and silver medal winner at the 2012 IKA World Culinary Olympics in Erfurt Germany. From there she worked at Bandon Dunes, a prestigious golf resort here on the southern Oregon Coast. Later she managed kitchens and was the A La Carte chef at The Houston Country Club. While there she was also the ACF Apprenticeship Coordinator and was a valuable mentor to new culinarians just beginning their careers.

Chef Chelsea Gaudette – Chef Chelsea has been cooking and catering for almost half her life. She began production cooking at a young age and developed a mobile food catering business, later completing two culinary degrees and then furthering her culinary career she got even further education and began to focus on Farm-to-Table catering, while learning about coffee roasting and baking in a wood-fired oven.

b.) Faculty workload is based on a combination of teaching and service to the college. College protocol forwards a model that a faculty member's time should be comprised of approximately 80% teaching, (45 credits over 3 terms) and 20% other institutional duties such as mentoring, coaching, advising, committee work or other non-teaching activities. OCCI instructors are paid on a 10-month contract and a separate. While OCCI instructors do not advise they regularly coach teams as well as managing clubs, events and travel related to competing or field trips.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

4.04 All program faculty in the technical phase of the program must meet the following qualifications:
 	
For Secondary Programs:
a. Certifiable at the ACF Certified Sous Chef (CSC) level or Certified Secondary Culinary Education (CSCE) level.
or
b. Has an Associate Degree or higher in a related discipline.
 	
For Post-SecondaryPrograms:
a. Certifiable at the ACF Certified Sous Chef (CSC) level with 50% of full time faculty certifiable at the Certified Chef de Cuisine (CCC) level.Certified Culinary Educator (CCE) levels are encouraged.
or
b. Has an Associate Degree or higher in a related disciplin.
	1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.
	
	2. Write narrative response describing:
	   a. If any of your full-time technical instructors do not meet the ACF certifiable levels and what actions are being taken to achieve these certifiable levels.
	
	   Note: Adjunct instructors, whose hours add up to a full time position, are considered to be full time equivalent faculty.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:F:\2. Exhibits\Ex 4D (4.3, 4.4, 4.9) PDRs

Narrative Response: Of our three chef instructors one is a CEC. The other two are newer faculty and are not certified with the ACF, though they do meet many of the requirements for the various levels of certification. We do encourage and fully support our instructors in this CTE program becoming certified by paying for the certification, and offering professional development and training, however, we cannot require ACF certification due to the faculty contract currently in place. Since our self-study in 2013 we have found that industry chefs have increasingly become disconnected from the ACF and its certification. Our director is ACF certified; and SWOCC is accredited through the Northwest Commission on Colleges and Universities.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
4.05 The personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution *.*	1. Write narrative response describing: a. How personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.

Narrative Response: OCCI instructors are considered regular college tenure-track faculty members and are part of the same bargaining pool. They are entitled to the same privileges available to any faculty member per the current agreement between the Board of Education of Southwestern Oregon College District and the Southwestern Oregon Community College Federation of Teachers. . OCCI instructors teach more than 45 credits over three terms so they are compensated in the summer months for that overload, in addition to their summer term salaries.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

4.06 The Program needs to have the faculty adequate in number to implement the instruction and related activities of the program effectively and safely.
The number of Faculty is based on the institutional requirements of the student/faculty ratio.
	1. Write narrative response describing:
	  a. The student to faculty ration for lecture classes.
	Student: _____ Faculty: _____
	  b. The student to faculty ration for lab classes.
	Student: _____ Faculty: _____
	  c. Describe teaching/Lab assisants and their roles with the program.
	  d. Where in the institution's policies and procedures are the student / faculty ratios requirements documented.

Narrative Response: 1a.) The student to faculty ratio for lecture courses sometimes includes the entire cohort for courses such as CRT 2015 – Sanitation and Safety and CRT 2016 Nutrition. In that case the ratio would be approximately 65 to 1. The lecture courses are held exclusively in the academic classroom setting where instructors can have access to 1 of 3 computer/projector setups, DVD players, Internet access, etc. Most often students are with their instructor for lecture and in that case the ratio is closer to 20 to 1. In the Fall term the kitchens are purposely full as we allow for the natural attrition of anywhere between 10-15 percent that occurs in the first term of the program. It is a fine balance between maintaining a program that is sustainable while also managing the student to instructor ratio. Winter, Spring and Summer terms the ratio is often closer to 15:1 or less.
b.) The student to faculty ratio for the lab courses generally starts out at 20 to 1 but reduces to approximately 16 to 1.
Cohort Enrollment History   Fall 2016 – 60 Winter – 54 Spring – 46
                                 Fall 2017 – 51 Winter – 47 Spring – 42
                                 Fall 2018 – 64 Winter – 60 Spring – 56
We are currently planning on implementing an A/B schedule with longer days for students but this should help with classroom size and management. We've also created a questionnaire to send to advisory committee members who are currently working in the culinary education industry
c.) After completing this self-study we recognize that lab assistants would provide beneficial staff support. We find it to be a fine balance between maintaining financial sustainability while also being fiscally conservative.
d.) The student to teacher ratio policy is here for OCCI: https://www.socc.edu/occi/faqs/

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
4.07 There is evidence of participation and attendance at regularly scheduled faculty	1. Exhibit 4E - Faculty Meeting Minutes. 2. Write narrative response describing:

meetings. Meeting minutes are available for review.	a. Faculty meetings where the faculty actively participate in policy formation, program planning and priority setting.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 4E (4.8) Faculty Meeting Min

Narrative Response: OCCI director, instructors and staff meet every other week on Tuesday for staff meetings. There is a written agenda for each meeting and the agenda is followed. Each meeting addresses not only what is new but also old business from previous meetings. We update on budgets, activities and events, student needs and college updates. Chef Torres, (Exec. Director) runs the meetings and allows for input from each person at the end of the meeting in a round table discussion. The operations coordinator compiles the minutes from each meeting, distributes to staff and then archives.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
4.08 The program faculty must show evidence of professional growth on an annual basis in the area of instructional and technical skills.	1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors. 2. Write narrative response describing: a. Faculty professional development activities and include budget allocation, release time conditions, and how action plans are developed.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 4D (4.3, 4.4, 4.9) PDRs

Narrative Response: OCCI instructors are actively encouraged to seek and attend the professional development activities of their choice on an annual basis. They can attend classes, courses or workshops, ACF conventions and events, competitions, or whatever they choose to enhance their knowledge in their discipline. OCCI has been successful in obtaining grant funding for professional development in recent years. Instructors are allowed the necessary time away as professional leave.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
4.9 Support services and personnel are provided to meet the needs of the program and to facilitate the work of the culinary faculty.	1. Write narrative response describing: a. The administrative support services available to the program.

Narrative Response: Oregon Coast Culinary Institute is a program of Southwestern Oregon Community College and therefore benefits from its infrastructure. The Finance Office handles all accounts payable, receives students' tuition, and handles past due accounts as well. Staff benefit from the college HR department and benefit office. All building maintenance, janitorial services and yard care are handled by the Facilities Department as well as vehicle maintenance for the OCCI truck. The college IT Department supplies all computer hardware, software, Internet and Wi-Fi connectivity as well as handling all technical needs including livestreaming our end-of-year ceremonies and producing instructional videos. The college Student Services Center offers testing, tutoring, counseling and advising to our students as well as a book store. The recreation center is available to all staff and students and all are encouraged to utilize it. There is student housing available on campus and a dining services program as well. Insurance needs are covered by the college umbrella policy while the Office of Instruction assists with instructor program development and works as a liaison with the appropriate channels when changes or additions are made.

Section 5.0 – Curriculum

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.01 The curriculum implements the program mission, goals and objectives.	1. Write narrative response describing: a. How the program fulfills the stated mission and goals and objectives of the program.

Narrative Response: The Program at Oregon Coast Culinary Institute (OCCI) fulfills its programmatic and institutional goals through a curriculum designed to prepare students with the skills and knowledge necessary to a productive and rewarding career in the hospitality industry. The curriculum was designed like all other college curriculum, via a thorough process. We seek direction from industry professionals, our Advisory Committee, faculty-led feedback, and student data. All curriculum must be reviewed by SWOCC's Curriculum Committee and Instructional Council. This process ensures that the content covered addresses industry needs and sets up OCCI graduates with the most relevant and necessary skills to be successful in the culinary field. We also encourage our faculty and staff to stay current and abreast of industry standards and trends so their views on topics are relevant and up-to-date.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.02 Course description and units of instruction follow syllabi and lesson plans which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria and student evaluation methods.	1. Exhibit 5A - Sample syllabi and lesson plans for the following courses fro each program being reviewed:
	A. Nutrition
	B. Sanitation
	C. Human Relations Management
	
	2. Write narrative response describing:
	   a. How syllabi and and lesson plans are developed to contain the following information:
	      - goals and objectives of the course.
	      - text and reference materials required.
	      - evaluation methods
	      - laboratory or classroom policies
	      - schedule of materials to be covered.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 5A (5.2) Syllabi, Lesson Plans

Narrative Response: Lesson plans for the following courses have been developed using college curriculum development policies aligned with information from both local and national agencies. Using this information to lead and guide our curriculum helps to give our students current state and federal guidelines for standards and regulations. All three of the courses were developed to meet the requirements of ACF RKS.
CRT 2015 Sanitation and Safety for Managers: This course, scheduled in the first term of the program, introduces students to what is needed to prepare food in a safe manner. It was developed to work alongside ServSafe curriculum and prepares students at the managerial level. Additionally, working alongside our local health department personnel gives students comfort in both

standards and regulations. At the end of this course students are prepared for and take the ServSafe Manager test; this last October we achieved our highest pass rate of an 82%.

CRT 2016 Culinary Nutrition: This course, scheduled in the second term, allows students to better understand what food is doing to the body. We also use the class to introduce students to all the latest dietary trends, and special requests the industry is currently experiencing. We currently use information from RDA, USDA and FDA along with industry trade information to help shape the content of the class.

CRT 2017 Restaurant Management: This course addresses the human relations aspect of the culinary industry and includes labor laws, employees' needs and Standards of Conduct. We use information from OSHA, SBDC & local labor offices.

All three of these courses are delivered to both Culinary and Baking & Pastry students.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.03 Opportunities are offered through the curriculum, to strengthen the student's competence in communications, critical thinking, problem solving, leadership and human relation skills.	1. Write narrative response describing: a. How the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

Narrative Response: For both Baking/Pastry and Culinary programs as part of the teaching/learning process, communication, problem solving and other management skills are stressed in such courses as CRT 2012, CRT 2013 - A la Carte I & II, and CRT 2045 Retail Baking.

Students are rotated to enable exposure to different "lab-partners." This rotation helps give students experience in working with different backgrounds and personal experiences.

Baking students are presented with problem solving opportunities with individual work when learning a particular skill or technique on their own. This allows for complex decisions to be solved and develops competency. Depending on the topic in both Baking/Pastry and in the Culinary Program, students may be working on their own or with a partner.

Students regularly assume leadership roles (sous-chef) and must allocate resources (food and labor) to facilitate service to paying guests (our Chef's Table – 3 course luncheons) or fresh baked goods, (our La Patisserie Bakery). The fact that there are paying customers helps the students to work faster and adopt a "sense of urgency" regarding food preparation. Student sous-chefs are guided and encouraged to "lead by example" and to provide their teams with the resources needed for a successful service.

In addition, because laboratory classes are scheduled in an operational "real life" kitchen, students must learn to negotiate the use of space, time constraints, and limited resources. Additionally, students experience the day-to-day interaction and problem solving that occurs between faculty, chefs, and the front of the house management.

SWOCC Diversity Statement: Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or

protected veterans in employment, education, or activities as set forth in the compliance with federal and state statutes and regulations.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.04 Guest speakers and field trips are utilized to provide program enrichment.	1. Write narrative response describing: a. How the program uses community resources, including field trips and guest speakers. List specifics from the previous year.

Narrative Response: Both Culinary Arts and the Baking and Pastry Program utilize a variety of guest speakers in classes and many classes venture out to the surrounding areas, and abroad, to tour food shows, restaurants, food manufacturing plants and purveyor warehouses. These trips and guest speakers, arranged by chef instructors and the executive director, are meant to complement the curriculum being taught.

Field trips

- Hallmark Fisheries
- Clausen Oysters
- US Food Show
- Sysco Food Show
- Day Ship Supply
- Bandon Dune Golf Resort

- The Mill Casino
- South Point Hotel Casino
- Zehnder's Marketplace
- Rimming, Italy
- Stuttgart, Germany
- 7 Devils Pub and Brewery

Guest Speakers
- Ray Duey CEC – Professional Fruit Carver, Chef Owner, Lodi CA
- Ewald Notter-Professional Pastry Chef, Sugar Artist, Cafe Owner - Seattle WA
- William Franklin CMC- Executive Chef - Nestle Professional, Denver, CO
- Daryl L. Shular CMC- President the Daryl Shular Hospitality Group, Atlanta, GA
- Eoghain O'Neill –Chef Owner - Restaurant O, Coos Bay, OR
- Bruce Day-Owner Day Ship Supply - Coos Bay, OR
- Don McCradic-Food and Beverage Director - Bandon Dunes Golf Resort, Bandon, OR
- Roberto Pedrini- Executive Chef - The Mill Casino, Coos Bay, OR
- Reilly Meehan CEC- Executive Sous Chef The Boeheim Club, San Francisco, CA

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.05 There is a rationale for the organization of the curriculum and the course requirements for the program. The course requirements are organized and sequenced so that knowledge and	1. Write narrative response describing:
	   a. What the rationale is for the organization and sequencing of courses.
	   b. How the course requirements are organized and sequenced.

skills are developed progressively throughout the program.	

Narrative Response: OCCI courses are organized and sequenced to maximize student learning as they progress through the program.

OCCI courses are organized in a prescribed prerequisite and co-requisite system to designate courses that contain basic skills and information that are either required by or complemented by another course. In all programs, a grade of "C" or better is required in order obtain the degree. CRT 2015 Sanitation and Safety for Managers is a co-requisite for the first lab in all programs and a prerequisite for all other labs after that follow.

All courses build upon previous courses and the prior learning in the course, and we believe our course sequence is such that it offers our students the best possible opportunities for success. Students are encouraged not to take program courses out of order or out of rotation. The program course rotations are very regimented and structured. There have been rare instances when a student needed to take a class out of rotation. These cases are reviewed by the program director on a case-by-case basis and approved only if the program director thinks that the student is able to handle the work. In this case, a waiver form is completed and submitted to the Director of Culinary with the rationale for the student taking a class out of sequence. Both the student and the program director must sign the form.

Every course in both the Culinary Arts and the Baking & Pastry program are designed to provide students with an increased level of skill, reasonability and accountability. The course work also reinforces fundamental foundation skills throughout the students' studies.

Students are taught on a gradient; the program's intensity increases each term not only course-wise but also with more public events and paid meal services. The program finishes with 396 hours of an on-the-job externship.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.06 The allocation of credit for lecture and lab hours is consistent with the expectation of the institution.	1. Write narrative response describing: a. How the allocation of lecture and lab hours are determined.

Narrative Response: Program courses are classified as lecture, lab, or lecture/lab combinations.
Lectures: Courses that have no corresponding labs. All information is delivered through discussions, assignments, written tests and quizzes and class projects. Scheduled class meeting time is based on the number of course credits.
Lecture/Lab: Courses utilizing the combination structure of lecture classes and time in the kitchen laboratory. These courses offer students hands-on practical learning working individually on main class competencies as well as team-

building assignments where students work together to produce the assignment. All competencies are instructor demonstrated so students can see and taste what the end product should be. Students are evaluated daily and given practical assessments after each assignment.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.07 The program must exhibit evidence of meeting the competencies as specified in the ACFEF "Required Knowledge and Skill Competencies", which are designed to include both hands-on and theoretical culinary instruction.	1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. (Copied from Section 1.0)
	
	2. Write narrative response describing:
	   a. How instructors document student achievement of the Required Knowledge and Skills Competencies.
	
	3. Have the following supporting documents available during site-visit:
	   a. Syllabi
	   b. Lesson plans
	   c. Assigments
	   d. Quizzes
	   e. Tests
	   f. Lab evaluations

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 1D (1.4, 5.8, 5.9) RK and SC

Narrative Response: By design, all OCCI Course Learning Outcomes (SLOs) align with the ACF RKSCs. Program Review, conducted annually, evaluates where and how we can align with the ACF RKSCs. In some cases, we are already there; in other cases, we are working toward that goal. Instructors work on a cycle schedule to run selected courses through an assessment. We have updated the program to address strengthening sustainable measures in RKSCs. We have also discussed the creation of class content to help students deal with topics like a pandemic. There is always room for improvement, and continuous quality improvement is one of our guiding principles. Our program, evolves continuously to meet the demands of the industry and with that evolution, our SLOs evolve as well. To measure the students' achievement of the RKSC's, our instructors utilize the rubrics created for all of our lab practical final exams. These were developed with the Program Coordinator for assessment.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.08 Nutrition, Sanitation and Human Relations Management competency areas must meet the minimum number of contact hours as listed below: *Secondary Programs:* *Minimum of 15 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 7 hours directed by an instructor.* *Post-Secondary Programs:* *Minimum of 30 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.*	1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. (Copied from Section 1.0)

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 1D (1.4, 5.8, 5.9) RK and SC

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.09 Program completion requirements are documented and conform to the institution or accrediting body standards.	1. Write narrative response describing:
	  a. What are the general requirements for students to receive a diploma, certificate or degree from the institution.
	  b. What the specific requirements for graduation from the program.
	  c. How students are made aware of these requirements.

Narrative Response: The Associate of Applied Science (AAS) Culinary Arts program offers chef training (basic and advanced) as well as restaurant management skills. After studying the fundamentals of classical and contemporary cuisine and restaurant procedures, students will develop advanced skills in garde manger and a la carte cooking. Students have the opportunity to choose between a local or distant externship during their final term in the program. The graduate will have the necessary training to work in a variety of culinary positions such as sous chef, garde manger, kitchen supervisor, and restaurant manager.

Students must complete a minimum of 91 credit hours with a cumulative Grade Point Average (GPA) of 2.0 or better. All courses in this program must be completed with a grade of 'C' or better. Twenty-four (24) credits must be completed at Southwestern before the degree is awarded.

The program layout for both Culinary Arts and Baking & Pastry Arts is given to each student when they arrive to the program, or before. With this information they are able to see which courses are offered each term, what courses can be substituted in the academic area and what the requirements are for each program. Instructors and the Program Advisor request a Graduation Application when the student is enrolled in their externship, during either the 5th or 6th term of the program.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.10 There are well-defined, verifiable, and consistent measurement strategies utilized in the grading procedures in both lecture and lab courses.	1. Exhibit 5B - Lab Evaluation Form.
	
	2. Have the following supporting documents available during site-visit:
	   a. Syllabi
	   b. Lesson plans
	   c. Assignments
	   d. Quizzes
	   e. Tests
	   f. Lab evaluations
	   g. Grade books and/or access to on-line grading system

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 5B (5.11) Lab Eval Form

Narrative Response: N/A

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.11 Students are kept informed of their performance and progress in both lecture and lab courses.	1. Write narrative response describing: a. The grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.

Narrative Response: All courses in in the programs have an imbedded Learning Management System e-learning shell, (LMS). Instructors no longer hand out hard copies of the syllabus. Examples of all course syllabus and informational material are displayed within the curriculum folder of this self-study.

Each course uses a laboratory-grading format which provides objective interactive feedback from the instructor that affords the student the opportunity to participate in his or her progress on a daily basis. Each day students have an opportunity to discuss their progress with their instructors. Students receive both daily and weekly feedback through the lab grading sheets and have the opportunity to receive written feedback from the instructor on areas of their performance, teamwork, attitude, sanitation, and professionalism. The grading scale is consistent with the course

syllabus grading scale. The grading scale is provided to all students in the course syllabus, which is available online and in print if requested by students. We are currently working on converting to online grading of practical tests so that students have instant feedback. Students are able to monitor their grade progress through the e-learning grade book; and each lab instructor speaks to their students daily, one on one about progress, concerns etc.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.12 The curriculum provides for correlation of theoretical and practical learning experiences.	1. Write narrative response describing: a. How your courses correlate theory and actual practice in the lab.

Narrative Response: Each of our courses are designed to connect the theory discussed in lecture with practical lab work. Inventory Control and Purchasing, (CRT 2007) is a good example. The concepts and theory are covered extensively in lecture and then also reinforced in each lecture portion of the lab classes. Homework for every lab class includes concepts of Inventory Control and Purchasing. The value and importance of inventory control then becomes more than theory; in this manner, it becomes practice. The students begin to realize the importance of controlling product, and how it relates to product selection and overall food cost which will equate to profit. Our students utilize the information throughout the program and use it time and again.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.13 The lab and dining facilities, if applicable, have a uniform policy that reflects high standards of professional appearance by instructors and students to ensure that sanitation and safety policies are being met.	1. Write narrative response describing:
	a. The program's lab uniform and Dining Room (if applicable) policy. Include where this policy is visible to students.
	b. If the students are responsible for providing the required uniforms or if the uniforms are provided by the school.
	c. How the uniform policies are enforced.
	Follow all local and state food service health regulations
	    1. **Chef Coat**- Must be worn at all times students are in the kitchen/lab and must be clean and pressed (free of wrinkles). White tee shirt underneath chef coat. No graphic/printed tee shirts.
	Reason- Safety-Protect the student. Sanitation- protect from food contamination.
	    2. **Work Shoes**- Must be worn at all times. Shoes must be leather, non-slip sole, closed-toed and cleanable.
	Reason- Safety-Protect the student from slips, spills and falls.
	    3. **Pants-** Long pants must be worn in the kitchen at all times. Pants should be worn at the waist and pants length should be ankle length but not touch the ground. Hounds tooth/checked or black. Non- denim.
	Reason- Safety -Protect the student from spills and burns.

	4. **Hair Covering-** All hair must be covered, if hair extends beyond shoulder-length both hat and a hairnet must be used (Chef Hat, Cap, or Hairnet), this includes bangs which must be secured off the face or under a hairnet. **Reason**-Sanitation- prevent hair from falling into food. 5. **Jewelry**- Hands: No jewelry of any kind is to be worn in the kitchen except for plain band with no settings. Ears: limit to one stud per ear, nothing dangling. Face: all facial studs, piercings, chains need to be removed. This includes nose, cheek, eyebrow and neck. Wrist: watches need to be removed and or buttoned to Chef Coat or shirt. No bracelets. **Reason**- Safety and sanitation- earrings and earring backs, ring settings which can fall into food products, piercing jewelry can be caught on pieces of equipment and can harbor food and germs causing unsanitary and unsafe conditions. Wrist watches, wrist bands and bracelets are a potential source of cross contamination. 6. **Nails and Nail Polish-** No nail polish of any kind or false nails are permitted. All nails must be trimmed to finger length. **Reason**- Sanitation and physical hazards.

Narrative Response: Students must always be in full uniform upon entering OCCI Labs for class,

- OCCI Student Chef Jacket
- Underneath chef coat white shirt or tank only (no logos)
- White long sleeve t-shirts may be worn during colder months
- Hound's-tooth pants
- Black non-slip, closed-toe shoes (non-porous material)
- Chef's Cap (lab only), thermometer (lab only), apron (lab only), towels (lab only), and small notebook, carried at all times
- All clothing pieces must be clean, pressed, and fit properly
- The uniform must be clear of stains, rips, and tears.
- Well-trimmed and maintained hair (all hair must be contained under hat or hair net must be used.)
- Beards and mustaches must be trimmed close and tight. Beard nets must be, worn, at the discretion of the chef instructor.
- Trimmed nails; no acrylics, gels, polish, or shellac
- Bathe, and wash hands regularly
- Jewelry: NO facial piercings, rings, or other jewelry pieces
- Per health code, only plain wedding bands can be worn, no diamonds, etc

This policy is in the OCCI orientation presentation, in the OCCI student handbook, and is listed on the additional materials list for the class. A set of student uniforms is included in class fees; additional uniforms are available for purchase. Uniform policies are strictly enforced; however, we do try to be reasonable because of delays in financial aid from time to time.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.14 The lab experiences reflect high standards to ensure sanitation and safety policies are being met.	1. Write narrative response describing:
	   a. How safety and sanitation practices are included in the lesson plans.
	   b. How safety and sanitation practices are monitored and enforced in the labs.
	1. Write narrative response describing:
	a. The program's lab uniform and Dining Room (if applicable) policy. Include where this policy is visible to students.
	b. If the students are responsible for providing the required uniforms or if the uniforms are provided by the school.
	c. How the uniform policies are enforced.

Narrative Response: Students are required to take CRT 2015 - Sanitation and Safety for Managers. High emphasis is placed on professionalism in the kitchen in all courses throughout the program. This starts with the required uniform and dress code for the students entering the lab classes.   Proper sanitation and safe work habits are a significant portion of the lab grading. The instructor leads by example. All instructors are also required to meet the dress code. Uniform dress requirements are reviewed daily. Points are deducted for non-adherence to uniform standards. Any student who has safety violations, related to dress code, will be dismissed from class.

In the lab classes, theory taught in CRT 2015 is put into practice. Temperature controls and the avoidance of cross-contamination are highly stressed. Working with a general "clean-as-you-go" attitude, cleanliness is emphasized in the daily lab environment. Students are constantly reminded about safety. Cuts, burns, injury due to slips or falls, are a few areas discussed. Safety is emphasized in each beginning class, and also whenever introducing students to a new piece of equipment and whenever a potential threat may be observed. Students are trained on small appliances and kitchen equipment and signed off by their chef instructors.

In demonstrations of cooking or cutting technique, the instructor can again lead by example, showing things such as ice in use for the proper storage of food products being used at that moment, the use of tasting spoons, thermometers, or sanitizing solution.

All Chef Instructors are responsible for adhering to the sanitation and safety standards set by the college as well as OCCI's specific operation standards. All instructors agree to adhere to a standard uniform policy and are responsible for making sure students are held accountable to the policy as well. All sanitary guidelines are reflective of national and local Environmental Health Department standards. All classes are provided with red sanitation buckets that contain the proper chemicals as well as any towels that are needed for cleaning and sanitizing equipment.

All lab classes have sanitation stewards to help maintain cleaning duties during lab time.

Material Safety Data Sheets are located in each food production area. The booklet is defined and explained in CRT 2015 - Sanitation and Safety. Once students begin taking lab classes, the location of these booklets is demonstrated in

each lab area and the booklets are further explained in lab classes. These sheets are updated as needed per law and coordinated by the program director.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.15 Employees and students are trained in the correct handling and use of hazardous materials, substances, or wastes. Safety Data Sheets (SDS) or Comparable International Guidelines are available in each of the lab and are reflective of current inventory.	1. Write narrative response describing:
	   a. How students are trained in the correct handling and use of hazardous materials, substances, or wastes.
	   b. Where Safety Data Sheets (SDS) or Comparable International Guidelines are available in each lab.
	   c. The process for keeping the Safety Data Sheets (SDS) or Comparable International Guidelines updated based on corresponding current inventory of chemicals.

Narrative Response: OCCI believes that our standards in all areas of Sanitation and Safety should reflect and exceed industry "benchmarks" for excellence. Chefs and students conduct in-house audits on the kitchen labs from time to time. During the OCCI Orientation, which all new students must attend, sanitation and kitchen safety are rigorously discussed. The formal departmental policies regarding knife safety, kitchen safety, SDS sheets, and chemical usage are all discussed, and students receive a copy of the departmental policies at this time. Each student then signs OCCI handbook acknowledgement stating that he or she has been made aware of departmental policies and understands the policies that have been set it place. Our kitchen regularly receives high marks on our health inspections, and we are regularly monitored for compliance with all health and safety standards. SDS's are discussed in the course CRT 2015 Sanitation and Safety for Managers, (Food Safety), and all labs, and students are given a refresher briefing at the start of each course regarding SDS sheets. The SDS sheets are located in each lab wherever chemicals are stored or used. We also instruct students and staff on blood-borne pathogen training, and each lab is equipped with proper BBP disposal kits.

- • SDS Sheets are located near hand sinks in each lab.
- • Our Facilities department maintains an inventory of, and updates, all chemicals and SDS sheets.

The College is also inspected annually by an in-house Safety Committee which does a risk assessment on each of the buildings on the campuses. The 2019 inspection went very well, we continued to be asked to have our students to use Kevlar glove when cutting. We discussed this with the group indicating that most free standing restaurants do not use this type of glove.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.16 Students are trained in the proper use of lab equipment with documentation and evidence of training available for review and	1. Exhibit 5C - Copy of the Equipment Safety Check Sheet.

kept on file. (Equipment Safety Check Sheet).	

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 5C (5.17) Equip Safety Sheet

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.17 The program and curriculum are sufficiently flexible to provide for individual differences among students.	1. Write narrative response describing:
	   a. How the program provides flexibility to adapt to individual differences among students
	      (i.e. honors programs, remedial instruction, peer tutoring, disabilities, etc.).

Narrative Response: 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 need have the opportunity to meet with our Student Services department. Students with documented accommodations will meet with the Student Services Coordinator for an individualized assessment of the student's needs. An educational development plan is compiled. The Student Services Coordinator meets with instructors to explain what accommodations are needed.

Accommodations might consist of extended due dates/times for tests and assignments, note-takers, or any other reasonable request in relation to the student's needs.

All students have access to peer tutoring in the Tutoring Center Monday-Thursday from 8:00 a.m.- 8:00 p.m. and Fridays 8:00am-5:00pm. We also provide space for students in the culinary building to collaborate and study. Labs before and after classes are also available for student for make-up work and general skill development and practice. Instructors also provide time for students outside of class time to help students stay current on assignments or make-up exams. Projects and lesson plans address the varying learning styles and levels of competencies. Students are made aware of support services during the admissions process and in the student orientation and they are reminded at the beginning of each term. Students are encouraged to be responsible for communicating their needs.

Students are encouraged to participate in honors programs, clubs and the college's athletic program.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

5.18 The curriculum provides for a variety of instructional techniques, strategies, and a variety of media with emphasis on student	1. Write narrative response describing:
	   a. What instructional techniques and strategies are used in the program.
	   b. How audio-visuals and other resources are used to support the teaching program.

involvement in the teaching / learning process.	

Narrative Response: Classroom and lab instruction techniques provide a variety of delivery systems. Within the classroom, instruction is enhanced by access to multi-media capabilities that include Power Point, Internet access, digital camera overhead display, and DVD projection as well as a traditional white board. The primary classroom will seat up 75 students, which provides clear sight lines for all students. Secondary classrooms in other areas on campus are used on an "as needed" basis and are equally well equipped.

Distance learning opportunities and online course offerings provide our students with a variety of delivery options and tremendous scheduling flexibility. Most important is each individual instructor's willingness and ability to take advantage of available technology.

Instructors integrate technology into the classroom in a variety of ways. We currently use all e-texts. Students can request a hard copy if desired. We have found this to be helpful because of the availability of the text anywhere. We supply each student with a tablet to help in recording their work. Modern websites are used as tools in the classroom. A Google map game is used in lecture to identify where certain ingredients and dishes originated. My Fitness Pal is used to help students keep track of what they eat. Wix & Weebly introduces students into web design. Efforts to align classroom instruction with today's technology-savvy student and technology-rich careers are a priority to our department.

The culinary program lecture and lab classes utilize E-learning as our Learning management system (LMS). All instructors are required to meet specific E-learning professional expectations during the term, which include the use of the grading center, entering final grades, providing announcements, and incorporating discussion boards, blogs, or journals. We are planning to add additional content like cooking demonstrations.

The foundation for Culinary Arts and Baking and Pastry Instruction falls within the laboratory configurations. Teaching stations are set up to maximize student opportunities to learn and faculty/student ratios have been identified on a class-by-class basis to optimize hands-on experiences with faculty supervision to allow students to experience a commercial kitchen environment.

Students are required to have all assigned reading and research completed so they are prepared for the lesson of the day which will include recipes, conversion and formulas. All tasks are demonstrated before students are asked to perform them.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
5.19 Externship, internship, co-op, or apprenticeship training program must include a written agreement which meets the objectives of the total program. Documentation on file must include documented and signed training agreements, employer evaluations of students,	1. Exhibit 5D - Sample of required documents used in the supervised work experience portion of the curriculum, if applicable. 2. Write narrative response describing: a. How career related employment and / or experience (i.e. on-the-job training, externships, 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.

instructor evaluations of students, and students' evaluations of work stations and experience.	

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 5D (5.20) Externship docs

Narrative Response: The Culinary and Baking and Pastry programs require an externship to meet degree requirements to enhance the learning experience and to ensure student mastery of the skills necessary to succeed in the workforce. The program provides the opportunity for students to practice at a professional level during the real world experience.

Externship information is presented to students throughout the program and at the end of the 4 terms, prior to the externship, and is also available online for access at any time. Students start to prepare for their externship opportunities during the CRT 2018 Culinary Arts Career Planning classes in the Spring term.

Students have been given specific requirements that are needed to compete the externship:

- Externship Agreement
- Verification of hours Total 396
- Check-in with instructor twice in the term
- Portfolio of the experience

The instructor check-in is to ensure the externship experience is going well and to address any questions or concerns.

OCCI is fortunate to have positive relationships with employers and works hard establishing and maintaining these relationships with the professionals who are willing and excited to partner with OCCI for student externships. Additionally, if a student has a desire to work at a location that has not been used by the OCCI students previously we are more than willing to reach out to that employer to determine if it is a possibility.
We encourage our students to work under safe conditions and always work in a paid externship and never work for cash (under the table).

Section 6.0 – Facilities

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
6.01 The facilities and equipment of the institution are adequate for the needs of the program.	1. Exhibit 6A - List of major lab equipment. 2. Exhibit 6B - Diagram or floor plan of the labs, lecture class rooms and dining space, if applicable. 3. Write narrative response describing:

	a. Procedures for the maintenance and replacement of equipment.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink: F:\2. Exhibits\Ex 6A (6.1) Major Lab Equip F:\2. Exhibits\Ex 6A (6.1) Major Lab Equip\Ex 6A (6.1) OCCI Capital Equipment Replacement Schedule with table.docx** **Hyperlink: F:\2. Exhibits\Ex 6B (6.1) Floor Plans**

Narrative Response: The budget for OCCI specifically allocates funds for repair, replacement and upkeep of laboratory, classroom equipment and facilities. New equipment needs are assessed by the instructor on a yearly basis for equipment over 1K. Equipment costing less than 1k is assessed term by term. Capital expense spending, $5k and up, is done on a cycle schedule and purchases are made as needed. Internal maintenance requests are given to the building coordinator for review by the Executive Director. Once approved a work order is submitted to the maintenance and facilities department. The project may be outsourced to an outside contractor which is determined by the Director of Facilities, (Emerald Brunett). All work is performed outside of class times so instruction is not interrupted. Student and food safety is the college's first priority all work and project is done with that in mind. Annual visits for cleaning and inspecting of the building fixtures and equipment, (hoods) are done by outside agencies. Deep cleaning and preventive maintenance check are performed each term.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
6.02 Classroom space is available to support the program objectives.	1. Write narrative response describing: a. If available classroom space is adequate to support the objectives of the program.

Narrative Response: The college provides dedicated classroom space in this facility for lecture classes. We have a total three classrooms in the culinary building and many classrooms throughout the campus. Each classroom has seating for around 30 or opens up to a capacity of 100. Each room has Internet access and audio visual capabilities. This space also serves as a dining service lab, when needed, or for special events or student services events. This space is also available for student study groups and club meetings which is conducive to student collaboration and community engagement. Our classroom space is separated from kitchen labs allowing student to have a comfortable place to participate in lectures. A short break is given after lecture courses have ended, allowing students to handle personal business and have a higher level of focus in the kitchen labs.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

6.03 Office space is provided for the program coordinator, faculty members and staff to adequately meets the program need and there is access of office space that provides privacy for student advisment.	1. Write narrative response describing:
	    a. The office space available to program coordinator, faculty and staff.
	    b. The office space available to program coordinator and other faculty that allow privacy when needed (i.e. counselling students).

Narrative Response: All full-time faculty have adequate office space, private offices are allocated on a first-come first-served basis. The culinary building has a shared office space and other offices are made available campus wide. The program director has an office in the culinary building that is easily accessible to all students.

It has become a recommendation in our department for instructors to meet with students in our conference room to allow for student privacy. Each instructor is issued a personal computer, Internet access, phone with private extension and voice mail. Additional media is available in the library and Learning Resource Center. The college IT department is available to assist with all media needs. Also all culinary staff can request office supplies, DVDs or other media to bolster teaching efforts. We are putting plans together to add a 3D printer to our list of office technology.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
6.04 United States, United States Territory and International programs must meet or exceed safety and sanitation guidelines as established through the United States Department of Labor's Occupational Health and Safety Administration (OSHA), federal, state, and local codes, United States FDA Food Code and / or guidelines established by International Government Agencies to monitor safety and sanitation.	1. Exhibit 6C - Current sanitation report, if required by federal, state or local code. 2. Write narrative response describing: a. How the lab facilities meet or exceed safety and sanitation guidelines as established through the United States Department of Labor's Occupational Health and Safety Administration (OSHA) and United States FDA Food Code and / or guidelines established by International Government Agencies to monitor safety and sanitation. b. List any issues that may require consultation regarding, and resolution of conflicts between, accreditation standards and state or local laws governing the institution or program seeking accreditation.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 6C (6.5) Sanitation Report

Narrative Response: OCCI has to be a leader in food safety in the community we serve and we do our best to exceed industry standards. All of our staff and faculty are educated in safety and sanitation and maintain strict awareness and

control over the safe and sanitary conditions of the facility. Safety and Sanitation for Managers, (CRT 2015) is one of the first term courses so that students are very cognizant and aware of the sanitation and safety requirements.

Our kitchens are inspected by our local county health department and we were given a perfect score on our last visit. There are also first aid kits, eye wash stations, and blood-borne pathogen clean up kits in every lab. Safety and sanitation are kept at the forefront of every instructor's and student's mind. We also keep a heart defibrillator (AED)in the culinary building and staff has been giving training on use of this device.

Students and faculty are responsible for cleaning each kitchen lab at the end of each class; and at the end of each term each lab is given a deep cleaning where detailed work is done. Outside services come to clean hoods and fire safety inspections happen twice a year.

Custodial staff work to ensure that the building outside of the kitchen is kept clean to include our classrooms bathroom and dining room.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
6.05 There is access to a Resource Center with adequate and accessible materials, in print or online, which supports the objectives of the program.	1. Write narrative response describing: a. The resources available at the Resource Center and methods used to encourage students to utilize the resourses available to them regarding the objectives of the program.

Narrative Response: The library provides information resources in a variety of formats to align with Southwestern's mission to support student success and lifelong learning. The library assists many groups on campus: students in their education, staff and faculty in their professional development and community members in their leisure and enrichment.

There is a large section of culinary and baking cooks available for student use. We encourage them to use the library to broaden their research and gather more data. Students are introduced to the Resource Center during our orientation when we discuss campus resources. There are also posters, flyers and social media posts about the library and the tutoring center.

The library employs one full-time faculty librarian (with MLIS degree) and two full-time paraprofessional staff to service both Coos and Curry campuses. The librarian meets with individual classes at the request of the instructor. Often, they collaborate beforehand to discuss objectives and relevant assignments. Sessions are tailored to those needs and typically come with a detailed handout. The librarian also fields reference questions via email, telephone, and appointment, and library paraprofessional staff are available for patron requests. The library website was

redesigned in 2019 with updated resources lists and research guides. Links to tutorials or video clips are included within research guides to help students navigate information resources.

The librarian also participates in Instructional Council: the college body, which approves programs and courses.

The library collects books, music, films, periodicals, maps, and archival materials, and it secures access to online databases with scholarly articles, eBooks, and other academic content available in-house or remotely. Administrative policy APP 8017 supports library collection development, and the library's collection development policy further details planning and procedure. The librarian is responsible for selection, but students, faculty, and staff are encouraged to recommend new materials for consideration. The librarian has access to professional review sources such as CHOICE and Library Journal via library database subscriptions.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

6.06 There is a written institutional policy for first aid, emergency services and student and faculty safety and security. The faculty, staff and students are trained in the institutional policy for first aid and emergency services.	1. Write narrative response describing:
	  a. The institution's policy for first aid and emergency services.
	  b. Emergency policies and procedures training for faculty, staff and students.
	  C. Consistent postings of emergency procedures are available throughout the facility.

Narrative Response: Southwestern Oregon Community College is committed to supporting the welfare of its students, faculty, staff, and visitors. Preparing a campus crisis/emergency response plan and allocating resources to respond to possible emergencies is one way in which the College offers this support. The plan is modeled after National Incident Management System guidelines and supports the Incident Command System model for emergency management.

The Emergency Response Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations of the College, and assure responsive communications with the community, surrounding neighborhoods and the cities of Coos Bay / North Bend. The plan is set in operation whenever a natural or induced emergency affecting the College reaches proportions that cannot be handled by established measures. A crisis may be sudden and unforeseen, or there may be varying periods of warning. This plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.

The plan provides for aiding the local community when appropriate, though the prime responsibility of the plan is to the College community (Southwestern Oregon Community College main campus, student housing and satellite locations in Curry County) for which it is designed. The intent is for the plan to be viewed as a tool to accomplish the above stated purpose and establish structure for managing the emergency

Emergency plans

Non-serious injury does not Require Medical Attention

- Report injury immediately to Administrative Services at 888-7206
- Notify Supervisor of injury
- Submit Incident/Injury Report Form** to Administrative Services, Tioga room 511 – same day
- Witnesses/Supervisor also submit Incident/Injury Report Form** – within 24 hrs

Non-serious injury Requires Medical Attention- Not Life Threatening ▢ No Bloodborne Pathogens ▢ No Major Trauma

- Report injury immediately to Administrative Services at 888-7206
- Notify Supervisor of injury
- A doctor's appointment can be arranged for you by Administrative Services (through NBMC)
- Seek necessary medical attention
- Submit Incident/Injury Report Form ** to Administrative Services, Tioga room 511 – same day
- Witnesses/Supervisor also submit Incident/Injury Report Form** – within 24 hrs
- Complete additional paperwork as requested/provided by Administrative Services at time of reporting
- Use a Black Emergency Phone to contact Campus Security or, from a campus phone, DIAL 9-911. From any non-campus or pay phone DIAL 911.

SERIOUS INJURY: REQUIRES MEDICAL ATTENTION- Life Threatening Major Trauma Bloodborne Pathogens.

- Render necessary aid and/or seek necessary medical attention
- Report injury immediately to Administrative Services at 888-7206
- Notify Supervisor of injury
- Submit Incident/Injury Report Form** to Administrative Services, Tioga room 511 – same day
- Witnesses/Supervisor also submit Incident/Injury Report Form – within 24 hrs
- Complete additional paperwork requested/provided by Administrative Services at time of reporting

Section 7.0 – Student Services

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

7.01 The following program information is accurate and publicly available: mission, goals, requirement for entrance, advancement requirements, descriptions of course, kitchen/lab experiences, withdrawal and refund of fees.	1. Exhibit 7A - Copy of Program Catalog (hardcopy and/or online).
	
	2. Write a narrative response describing:
	    a. How the program goals and objectives are kept current with the industry's requirements. Include the frequency and methods of your review in your answer.
	    b. Where the program information is made evident to students and perspective students.
	    c. What objectives and measures are used to achieve the goals within the program.
	    d. What other hospitality or foodservice programs are available at the institution, that are not being reviewed during this site visit.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:

Narrative Response: 2a) We keep our program current with the help of input from our advisory board. All courses are reviewed on bi-yearly basis by the faculty and overviewed by the culinary director. Our department philosophy is in order to keep our staff current we encourage our faculty to participate in outside organizations like American Culinary Federation and the National Restaurant Association. We invest heavily in our faculty and support them so that they pursue certifications and compete both nationally and internationally. In the future we'd like our institute to be able to offer sabbatical for research and industry training.
2b) All program information is detailed in the SWOCC catalog and the OCCI Student Handbook, which all students sign an acknowledgement of receiving.
2c) All outcomes and objectives are reviewed with students at the beginning of each course. Data from each course is assessed by faculty and results are reviewed in program and operational review.
2d) SWOCC also offers degrees in Hospitality Management.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

7.02 Additional costs of the program, beyond the basic fees of the institution, are clearly stated (i.e liability insurance, facility use fees, transportation).	1. Write a narrative response describing:
	    a. What additional costs students may incur beyond the basic fees of the institution.
	    b. Where the additional costs, if applicable, are listed and available for public viewing.

Narrative Response: a. Outside of general living expenses the only other cost a student is expected to pay is our student housing rate (if applicable). All major supplies for the program are included in the tuition and fees. The college does not have out of state tuition or fees. All out-of-district students under the age of 21 and non-married must live on campus and are subject to the housing fees. A student must complete a housing application and a deposit of $250 in order to secure housing. Students are charged for any damage that they have made to the housing units.

Private Room Rate	Fall	Winter	Spring	Total
15 per week Meal Plan	$2,857	$2,857	$2,857	$8,571
Flex Meal Plan	$2,857	$2,857	$2,857	$8,571
19 per week Meal Plan	$2,984	$2,984	$2,984	$8,952
Double Room Rate	**Fall**	**Winter**	**Spring**	**Total**
15 per week Meal Plan	$2,462	$2,462	$2,462	$7,386
Flex Meal Plan	$2,462	$2,462	$2,462	$7,386
19 per week Meal Plan	$2,589	$2,589	$2,589	$7,767

b. Additional housing information is available on the college's web site - https://www.socc.edu/why-swocc/student-housing/

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

7.03 Announcements, advertising, and student recruitment practices accurately reflect the program offered.	1. Write a narrative response describing:
	    a. Student recruitment practices and the advertising practices of the program.
	    b. Where announcements are listed and available for public viewing.

Narrative Response: Student recruitment practices for OCCI are handled via one or more of the following: 1) Potential students schedule personalized meetings and a tour with a Recruitment Specialist on campus 2) Our recruitment team will outreach & visit regional high schools and technical/vocational centers offering information on our programs. 3) High school and/or Vocational/Technical schools can schedule a group tour of our campus during the year. 4) Southwestern's utilizes the following social media platforms to disseminate information to the public: Facebook, YouTube, Twitter and Instagram, 7) after a student applies for admission, a college advisor works with all incoming applicants, assisting the students through the enrollment process, and remaining their point-of-contact throughout their time in classes.

All advertising and marketing of the culinary department is approved by the culinary director and is managed by our marketing team. Southwestern Oregon Community College's marketing is digital (web), TV/radio, or mailings, and direct classroom presentations.

b. Announcements regarding the promotion of special events, emergency protocols, updates on important news and/or accomplishments, etc. is released via Press Releases, emails to students or potential students, the college website and social media - Facebook, Twitter, Instagram, etc.

Website link-www.socc.edu

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

7.04 Criteria and procedures for the selection of students for the program are publicly available.	1. Exhibit 7A – Copy of Program catalog (hardcopy and/or online).
	
	2. Exhibit 7B – Copy of Student Handbook.
	
	3. Write a narrative response describing:
	   a. Where the criteria and procedures for selecting students is publicly located.
	   b. The criteria and procedures for the selection of students.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 7A (7.1, 7.4) Program Catalog
Hyperlink:F:\2. Exhibits\Ex 7B (7.4) Student Handbook

Narrative Response: a) Criteria and procedures for selecting students is published on the Southwestern website (www.socc.edu) and in the Academic Catalog, located as a PDF file OCCI page of college website. An application process is held year round to admit students into one of our programs.

b) Admission to the program follows the eligibility criteria for the college which has an open-door admission policy and welcomes students who wish to obtain a quality education. In general, students may enroll in classes if they meet any one of the following requirements and have the ability to benefit from instruction:

A student is eligible for admission to the college if they:
- Are 18 years of age or older;
- Have graduated from an accredited high school;
- Have completed a General Education Development (GED®) certificate or an Adult High School Diploma; or were home schooled and have met state requirements for high school equivalency/completion.

The College Now program provides high school students the opportunity to earn college credits while fulfilling high school graduation requirements. Students under the age of 18 who have not graduated from high school or earned a GED® must fill out the "Underage Student Agreement" or "High School Partnership" form.

SWOCC COMPLETE THE PLACEMENT PROCESS –

- The purpose of the placement process is to determine student entry-level in math, reading and writing. Multiple components are considered to place students initially into college courses.
- High school completion date and courses completed in high school
- High school overall GPA and/or content area grades
- Standardized test results (those the student has already completed) such as ACT, SAT, Smarter Balanced, to name a few. Applicants who have ACT/SAT scores should submit them to the Admissions Office in Dellwood Hall, Rm 4.
- Recent GED® test scores.
- Courses transferred from other colleges and universities. Send all transcripts to Transcript Evaluator, 1988 Newmark Avenue, Coos Bay, OR 97420.

Placement testing, if required, is offered at all Southwestern sites.

- Coos Bay campus students should see an intake advisor in the Student Success Center (SSC) Office located in Stensland Hall between 8:30 a.m. - 4:00 p.m., Monday through Friday.
- Intake advisors are available at the Curry Campus (Brookings site) between 9:00 a.m. - 4:00 p.m., Monday through Friday.
- Intake advising at the Gold Beach Center or the Port Orford office is by appointment. Contact the Curry Student First Stop Center at 541-813-1667 for more information.

MEET WITH AN ADVISOR – Visit or call Student Success Center (SSC) to make an initial advising appointment, Stensland Hall on Coos Campus at 541-888-7405 or our Curry location at 541-813-1669.

Discuss your major, placement information, and prospective classes with an advisor.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

7.05 There is an established and documented method for improving retention of students in the program.	1. Write a narrative response describing:
	   a. Retention policies and procedures.
	   b. The attrition and retention of students for the last three years or since the inception of the program, whichever is less.
	   c. The trends.
	   d. Methods utilized to increase retention.
	   e. The advising services available to students.

Narrative Response: Southwestern does not have a written policy regarding retention. Students are assisted on a one-on-one basis to help them pass their courses. We offer many support services in the areas of tutoring, advising, and accommodations when needed. Our student Resource Center offers a wide array of programs to our students to ||

support their academic success. The program advisor registers all students into their classes to keep them on track for their program with their cohort.

We have several supportive policies and initiatives to help support students while they are in school:

Tuition Waivers: It is the Administrative policy of the Southwestern Oregon Community College District that the College President may grant tuition waivers for the purposes of improving student retention and FTE promotion. The number of tuition waivers awarded in any fiscal year cannot exceed fifty. Tuition waivers for any program shall be equitably distributed to all participants in a program. The waivers may be for one to six academic terms.

Student Ambassador Program: Students have the ability to participate in our student ambassador program. There is an application process. Students are interviewed and selected based on their application, interviews, GPA, and letters of recommendation. If selected they will be given a tuition waiver in the amount of $1485. Students allocate approximately 10 hours per week to fulfill the requirements of the ambassadorship. Students are asked to perform a variety of tasks as ambassador and are given feedback to help build good and ethical work habits.

Student Employment: Students have the opportunity to apply for employment with the college and are paid an hourly rate. These positions take the student's course-load into account when scheduling. This gives the student a flexible work environment allowing studies to be the first priority.

Grossman Emergency Scholarship: The Grossman Emergency Scholarship is for SWOCC students who are experiencing an emergency situation that would prevent them from attending current classes. $250 Maximum amount per student per academic year.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
7.06 There are current signed agreements or an institutional policy in place which allows student credits to be awarded and accepted for previous educational experiences.	1. Write a narrative response describing: a. The institutions written policy which allows student credits to be awarded and accepted for previous educational experiences.

Narrative Response: The excerpt below is taken directly from www. SWOCC.edu >admissions> transfer students.

Students who transfer to Southwestern and plan to complete a degree and/or receive financial aid must complete the Application for Admission process and have official transcripts from all colleges previously attended sent to:

Southwestern Oregon Community College

Attn: Transcript Evaluator

1988 Newmark Avenue

Coos Bay, OR 97420

Course credits transferred from other accredited colleges or universities are evaluated in terms of equivalency to Southwestern courses and/or applicability to Southwestern programs. All credits of the cumulative grade point average (GPA) are transferred, even though some of the credits may not apply to a student's Southwestern program.

Credit for Prior Learning

Credit for Prior Learning is an opportunity for Southwestern students to be granted credit for verifiable, college-level learning that is acquired outside the college setting through life or work experience. There are several ways to gain Credit for Prior Learning, including the College Level Entrance Examination Program (CLEP), challenge exams by course, Advanced Placement Program (APP), military training, industry certifications/training programs, or Prior Learning Assessments (PLA). Talk to your advisor to learn more about options.

Students must be working toward a degree, be enrolled, and complete a minimum of three credits at Southwestern during the quarter in which a class is challenged or prior learning is assessed. Students may request credit for prior learning for up to 25% of their credits to satisfy the requirements for a 1 year certificate or 2 year degree. If planning to transfer to another institution, it is recommended that the student check with their intended transfer school for acceptance of challenge/PLA credits. Challenge/PLA credits do not count toward determining financial aid or veteran's benefits and payment (half the tuition) is required before the Challenge/PLA process is started.

Advanced Placement Program (APP)

High school seniors who participate in the College Entrance Examination Board's Advanced Placement Program may seek advanced placement in a variety of disciplines. Entering freshman who have taken the APP tests should have the results sent to the Student First Stop Center. Advanced placement and/or college credit may be granted upon recommendation of the appropriate party. Credit may be granted only if students are working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter. The Student First Stop Center and the Student Success Center can provide interested students with procedures.

Challenge

Students who believe that they have the knowledge and skills from life experience, industry training or professional certification, may request to challenge a course by petition or by an examination in lieu of class attendance. (Laboratory classes may be challenged with the approval of the dean/faculty.) Successful challenge results in grade and credit on the Southwestern permanent record identified as credit for challenge. Credit may be granted only if the students are working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter the challenge is assessed. The Student First Stop Center and the Student Success Center will provide interested students with procedures.

Students may not drop or withdraw from challenged courses. Financial aid recipients cannot use financial aid dollars to "challenge" courses.

College Level Examination Program (CLEP)

Students enrolled at Southwestern may receive credit for certain college courses by submitting official scores from the College Level Entrance Examination Program (CLEP). Successful CLEP exam results in grade and credit on the Southwestern permanent record identified as CLEP. The Student First Stop Center and the Student Success Center can provide interested students with procedures.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
7.07 Students and graduates have access to files maintained by the program relating to their performance.	1. Write a narrative response describing: a. The policy and procedures of how students and graduates are apprised of their performance throughout the program including graduation.

Narrative Response: While here, students are updated on their progress by each individual instructor on a class-by-class basis. Students can log into their course portal and see daily grades and scores via myLakerlink. A database feature called LakerConnect allows faculty or advisors the ability to enter alerts on any issue a student may have.

As students near the time of their externship and graduation, they are in constant communication with the program director and advisor. All students who anticipate successful completion of their program course requirements for a degree or certificate must complete a graduation application for each program for graduation in the spring.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
7.08 Services for placement, program and industry advisement, and guidance are available for students.	1. Write a narrative response describing: a. The services available to students regarding; placement (if applicable), program and industry advisement and guidance.

Narrative Response: The last two terms of the program is the externship **(Course #CRT 280 – 12 credits)** which is 396 hours of on-the-job training. Prior to that, in the spring term, students take course **CRT 2018 - Culinary Career Planning**, which helps them prepare for finding an externship position that best suits them. The class also covers resume writing and interviewing skills.

Once the student has decided upon a site to complete their externship they complete the *Externship Agreement/Confirmation Form* and email or mail it to their instructor. At that point the student is registered for the

course, (1 term at 12 credits or over two terms of 6 credits each). They maintain communication with their instructor throughout the two terms via email or telephone calls to relay how it is going and if there are any issues.

We all work to create pathways for students to enter the professional workforce, working with local establishments on special events so these business will get exposure to our students. Throughout the year we have guest speakers visit campus or a virtual visit to inform students of openings and opportunities for the upcoming year.

Current program management and faculty have worked over the years to help foster student/employer relations, as well as externship opportunities. Our building coordinator fields all requests from any outside agency and posts them on our job board, student portal, social media page or classroom announcement.

We are working on creating an exciting office that will house all this information in one place. I am hopeful we will have this created for the class of 2021.

The college website also has a virtual career coach which offers real-time data regarding wages and live job postings.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

7.09 Scholarship information is available to students.	1. Write a narrative response describing:
	    a. What scholarship information is available to students.
	    b. Where is this information available for students to view.

Narrative Response: The SWOCC Foundation Office awards more than 100 scholarships annually to students attending or planning to attend Southwestern, resulting in $100,000+ in scholarships to students. Applicants simply fill out one application online and are automatically applied to the scholarships they qualify for.

- Applications are available annually from January 1 - March 1:
- Applicants for the 2020-21 academic year are currently being evaluated.
- Award notifications for the 2020-21 academic year will be sent via email in May 2020.

One of our outstanding scholarship opportunity for the students in our program is The Kaiser foundation scholarship. This scholarship is intended to fund Oregon Coast Culinary Institute (OCCI) students with tuition and fees for their 5th and 6th term (externship) at Bandon Dunes Golf Resort. Applicants may be required to go through an interview process--or other selection process--and should be interested in completing an externship with Bandon Dunes Golf Resort. Ideal candidates are interested in pursuing a culinary career at Bandon Dunes Golf Resort. Recipients are reviewed after completing their 5th term externship and must pass with recommendation to qualify for scholarship funding for their 6th term externship.

Qualifications
•   Applicant must be an OCCI student completing the 5th or 6th term externship in the upcoming academic year.

- Applicant must be interested in completing an externship with Bandon Dunes Golf Resort.

 Ongoing Southwestern Foundation Scholarships

Scholarships and associated applications listed below fall outside the annual Foundation Scholarship application process. They are available for students to apply for all throughout the year.

Grossman Scholarship

This scholarship is for students on the Coos and Curry campuses who are experiencing an emergency situation that would prevent them from attending current classes. Preference is for students pursuing business studies. There is a $250 maximum award per student per academic year.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
7.10 There is a published grievance procedure that students may use to address concerns and needs.	1. Write narrative response describing: a. The published student grievance policy and procedures. Include how students have access to the grievance policy and procedures.

Narrative Response: GRIEVANCE PROCEDURE – also published in OCCI Student Handbook.

This grievance procedure is provided to insure that due process exists for those persons (students, staff or general public) who allege that their rights at Southwestern Oregon Community College have been denied, abused, or diminished. A grievance is a complaint, dispute, or misunderstanding that is alleged to have occurred when the college acted in a manner that denies, abuses or diminishes the person's rights and privileges, provided for in the written procedures and policies of the college or guaranteed by state or federal law. This includes, but is not limited to, allegations of discrimination (based on race, religion, color, sex, national origin, political affiliation, marital status, parental status, veteran status, disability age or sexual orientation), harassment or unfair treatment. The single point of contact for persons who allege that their rights at Southwestern Oregon Community College have been denied, abused, or diminished is the Dean of Administrative Services. After an initial meeting with the complainant, the Dean of Administrative Services will contact the appropriate college personnel and initiate an informal resolution process.
INFORMAL RESOLUTION

The college encourages prompt resolution of all complaints, misunderstandings, or disputes. A reasonable effort by the grieving person(s) and other involved person(s) to arrive at an informal resolution of differences must occur before the formal grievance procedure can be initiated. Concerns that have not been resolved within 15 working days of the initial meeting with the Dean of Administrative Services or designee may proceed to the formal grievance procedure.

FORMAL GRIEVANCE PROCEDURE - Step A: After a person with a grievance has made a good faith effort to resolve the situation with the person(s) against whom the person has a grievance, and has been unsuccessful in reaching a satisfactory resolution, the person with the grievance, (within sixty (60) days of the occurrence of the complaint, dispute, or misunderstanding), must write, date, sign and submit a formal grievance statement to the Office of the Dean of Administrative Services (use Grievance Procedure Form Step A). Additionally, if the person is alleging discrimination or harassment, the person must also complete the Harassment/Discrimination Incident Documentation and Harassment/Discrimination Informal Complaint Report. The person(s) may choose to consult with a faculty member, an administrative officer of the college, counselor, or other staff or legal counsel for assistance in filling out the formal grievance statement. The person then submits the completed statement to the Dean of Administrative Services. The Dean of Administrative Services will refer the complaint to the appropriate staff for investigation. The person filing the grievance will be notified within 5 college working days by certified mail which college staff will be investigating the grievance. Within an additional 15 college working days, the grieving person will receive written notification of the investigator's decision (upholding the grievance, denying the grievance or extending the time for additional investigation) by certified mail. In no case will a decision upholding or denying the grievance extend beyond three months from the date of initial filing.

Step B: If the grievance is not resolved at Step A, the person(s) may present the grievance in writing to the immediate supervisor of the college employee who responded to the grievance (use Grievance Procedure Form Step B). If the immediate supervisor of the college employee(s) is a college dean, proceed to Step C. This must be done within ten (10) college working days of receipt of notification of the decision in Step A. Within ten (10) college working days of receipt of the person's written, signed and dated grievance statement, the immediate supervisor of the college employee who responded to the grievance shall meet with that college employee, the grieving person and the alleged offending person(s). Within ten (10) additional college working days, the supervisor shall notify all involved person(s) in writing whether the grievance will be upheld or denied.

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

Step D: If the grievance is not resolved to the person's satisfaction in Step C, the person may request, in writing, (use Grievance Procedure Form Step D) that the college President review the grievance.

ACTIONS OF THE PRESIDENT

I.   The President, upon reviewing the grievance, may request additional information at his/her discretion, or make a decision based solely on the information presented in the grievance and previous responses.

II.   The decision of the President shall be final.

FURTHER REDRESS

If you feel you have been discriminated against on the basis of race, color, religion, national origin, gender, age, disability or status as a Vietnam era or disabled veteran, you may have additional recourse under laws enforced by the Department of Education and Department of Labor, including Presidential Executive Order 1124 6, as amended, Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, the Veterans Readjustment Act of 1973, the Age Discrimination Acts of 1974-75, the Americans With Disabilities Act of 1990, and the Oregon Revised Statutes 659.030. Inquiries regarding the application of these and other regulations should be directed to either the college's Affirmative Action Officer (the Dean of Administrative Services in T512) or the Office of Civil Rights, Department of Education Office, Seattle, Washington; or to the Office of Federal Contract Compliance Programs, Department of Labor, Seattle, Washington.

Section 8.0 - Program Assessment

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
8.01 There is an ongoing system for collecting, and documenting programmatic assessment data from a variety of sources. Graduate placement (college, workforce, military), student retention, and student education achievements for each accredited program, in verifiable and consistent ways, including graduate surveys, graduate follow-up surveys, employer surveys, student completion rates, job placement rates and ACF certification rates.	1. Write narrative response describing: 　a. The system used, provide dates, sample forms and results for assessment of program's: 　　- Faculty 　　- Curriculum 　　- Effectiveness 　　- Graduation Rates 　　- Certification Rates 　　- Job placement rates 　　　Note: Have supporting documentation available for the evaluators at the Site Visit. 　b. The most recent overall evaluation of the program. 　c. What changes were effected as a result of the evaluation. 　d. How is this data made publiciy available 2. Exhibit 8A - Evaluations and Surveys: Provide dates, sample forms, and results from the most recent: - Current student evaluations of courses and faculty - Graduate surveys - Graduate follow-up surveys

Narrative Response: Southwestern has implemented a regular and systematic process to assess student achievement of learning outcomes at the course, program, and institutional general education levels. The faculty are responsible for evaluating student achievement of clearly identified learning outcomes. We implemented the student learning outcomes assessment plan in fall 2016 (see Addenda Assessment Plan). The four principal parts of the plan and rubric are Plan, Do, Check, and Adjust. We have organized our response to follow that plan.

Assessment Planning

The student learning outcomes assessment plan has been laid out since 2016. We continue to follow and review the process for improvement and have made significant progress on ensuring that assessment is faculty led. We have adjusted strategies over time to best balance faculty workload in general, and faculty workload as it relates directly to assessment. Fall 2018 – we assigned four faculty assessment coaches to assist faculty throughout 2018-2019. The coaching system allowed for rotation of faculty, so no one person was heavily burdened and/or released from teaching, and faculty shared the commitment to assessment. Faculty were assigned specific areas to coach other faculty. This approach had some success: most notably, during fall in-service 2019, one of the assessment coaches arranged a VALUE Rubric training for faculty, and two other faculty provided high quality training for course level outcome assessment for part-time faculty.

Fall 2019 – SWOCC assigned assessment support to four faculty division chairs. The idea was to continue with a system of faculty-led assessment, but in an effort to streamline the approach, it was best to integrate the assessment coaching role into the division chair role. The division chairs are working with faculty in their areas to clarify the process for assessment and to ensure that they have the support they need to work through the assessment process. An integral part of the assessment system at Southwestern is professional development for faculty. Assessment has been a continued conversation at in-service, at division meetings, department meetings, and in both formal and informal venues throughout the year. In addition, for the past two years, instructors are sent a weekly email with tips for high quality teaching and learning, including assessment.

Assessable Outcomes

Since 2015, Southwestern has regularly reviewed its course, program/discipline, and institutional general student learning outcomes. The outcomes have been revised to allow for and demonstrate measurable criteria. For example, in both fall 2017 and fall 2019, all instructors were provided with a chart that prompted them to align selected assignments with the course, program, and institutional general student learning outcomes.

This exercise revealed a variety of information: triumph when assignments were clearly aligned with all the outcomes, concern when some course outlines failed to match assignments. This has led to revision of programs for course alignment and program outcomes.

The other significant approach we have taken to assessment in 2019 has been a revision of how we approach lower division collegiate (LDC) course assessment from a programmatic perspective. Prior to 2019, faculty engaged in four-

year program review for LDC discipline areas (e.g., writing, math, philosophy, etc.). It has been assumed that through LDC discipline area review, we can draw conclusions about programmatic outcomes for the Associates of Arts Oregon Transfer (AAOT) and Associate of General Studies (AGS) degrees. However, faculty and instructional administrators alike have struggled with this assumption. This year (2019-2020) we have shifted the emphasis from LDC discipline area program reviews to program reviews for the AAOT and AGS degrees. To this end, we have mapped the AAOT and AGS foundational and discipline studies requirements and AAOT and AGS general education outcomes to courses, programs, and institutional general student learning outcomes.

Assessment Implementation

Southwestern has faced faculty resistance concerning assessment, but it does appear that the idea of assessment as a means for affecting change and influence student achievement of the outcomes is gaining a more positive connotation. One of the things we have learned over the past several years is that faculty need clear guidance and direction. To that end, in fall of 2019, the Vice President of Instruction provided guidelines for what is required for assessment throughout the year. The Office of Instruction has provided faculty with a template for reporting out on course level student learning outcomes. Program level and institutional general student learning outcomes (GSLOs) are assessed using rubrics in VIA (formerly LiveText). All programs have been asked to evaluate Communication as the primary institutional GSLO for assessment this year, though some programs have opted to evaluate more than one institutional GSLO. The faculty have mapped all of the AAOT/AGS foundational and discipline studies requirements and AAOT general education outcomes include all of the specific GSLOs. We have also added an element to our program reviews so that there is broader understanding of program data.

Alignment

To achieve a strong, clear alignment between curriculum and outcomes a worksheet was developed and distributed to each faculty member at the fall 2017 in-service and again at the fall 2019 in-service. Instructors within departments or similar departments conversed about assignments and how they met or did not meet outcomes and whether or not some assignments were then valid for assessment of that particular outcome. Then they reviewed that particular assignment as to its value for the program outcomes and institutional GSLOs. This exercise was instrumental in initiating multiple conversations between administration and faculty as to how to strengthen the curriculum. Another valuable result of the alignment worksheet was that some programs outcomes had skewed from their courses over the past few years. During the program review process, those discrepancies are being addressed.

Valid Results

To establish assessment validity, the outcomes assessment committee in spring 2016 compiled four institutional GSLO rubrics based on criteria and standards from sixteen nationally developed and implemented Association of American Colleges and Universities (AAC&U) and Liberal Education and America's Promise (LEAP) VALUE Initiative rubrics. Since 2017, faculty have used the rubrics to assess student artifacts to measure student institutional GSLO proficiency for communication; computation; creative, critical, and analytical thinking; and community/global consciousness and responsibility. For example, below is a fall 2017 sampling of the number of students assessed for a specific outcome for each of the four general education areas:

Communication	Outcome 3	655 students
Computation	Outcome 5	458 students
Creative, Critical, Analytical Thinking	Outcome 1	757 students
Community/Global Responsibility	Outcome 6	174 students

With the opportunity to assess a reasonable amount of students for the institutional GSLO outcomes, we had hoped to generate meaningful data; Instead we discovered that our institutional GSLO assessments needed more structure, consistency, and connection to the AAOT and AGS degrees. For that reason and to support faculty concerns, we determined not to assess institutional GSLOs during 2018 until we were better prepared to connect the institutional GSLOs to the AAOT and AGS degrees and to become more familiar with our TaskStream reporting software. Our focus for 2018 would remain on program and course outcome assessments.

Reliable Results

Southwestern's career and technical education (CTE) courses use normed external measures to determine their reliability. There has been wide discussion with lower division collegiate (LDC) faculty regarding how to extend the use of normed measures (whether internal through regular norming sessions or external through the use of nationally normed tests). More specifically, math and writing faculty have been working within their departments to review student work to establish benchmarks and assessments. For example, the math department has identified common final exam questions and problems for MTH 111 College Algebra to assess specific course and AAOT foundational and discipline studies requirements, AAOT GE outcomes, and institutional GSLOs.

The writing department has redesigned all college-level writing courses to change from 3-credits to 4-credits and to collapse the three course sequence into a two course sequence. The department has rewritten course outcomes, restructured course content, and redesigned assignments. Part of that redesign is to include at least one common assignment in each course to assess AAOT foundational and discipline studies requirements and institutional GSLO outcomes. These changes take effect fall 2020.

Adjust

The assessment process at Southwestern has been on a cycle of continuous improvement. As faculty have gained a deeper understanding of why we do assessment, there has been more willingness to engage in challenging conversations about the process of assessment. The VPI and Deans have listened to feedback and adjusted the process along the way, though the core components of assessing student level, program level, and institutional GSLOs on a regular basis have been consistent throughout the process.

Assessment is to inform instruction and to provide meaningful data to affect change to improve teaching which ultimately increases student learning. Most faculty naturally determine what changes, if any, in assignments/activities, they plan to make as they assess student learning. Although we encourage formalizing the changes and "closing the loop," many faculty implement change in a less documented process.

2018 Southwestern Quick Facts on graduation and completers

- 63% Highest Graduation/ Transfer rate of Oregon Community College Fall cohort.

- 49% fall retention rate
- 73% Athletic Graduation
- 795 Degrees & certificates
- 460 students awarded degrees
- 78 programs degree & certificates

https://mylakerlink.socc.edu/ICS/Resource_Center/Accreditation/acf_accreditation

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
8.02 *There is a process for collecting programmatic assessment data from a variety of sources.* 8.02 *There is an ongoing system for program student outcomes and success measurements. Student achievement data for all ACFEF accredited programs must be made PUBLICLY accessible on the programs website landing page.* *Publicly assessable data relates to students graduation rates, Students job placement rates and students obtaining entry level ACF certification by graduation.*	**Postsecondary Programs only!** Your program must have an ongoing system for collecting, documenting and producing programmatic assessment data that is made easily accessible through a URL link on your culinary arts, baking and pastry or hospitality website landing page. CHEA standard 12.B.1 mandates that all accredited ACFEF programs provide a URL that is designed to take the public directly to your programmatic assessment data for their review. Write narrative response describing: a. The system for collecting program outcomes and success measurements data. b. How is this data made publicly available. The ACFEF provides the assessment Criteria required to be collected consistently from all ACFEF accredited programs. See below for assessment data required. **1. Exhibit 8B** - program outcomes and success measurement data collected for: (2 academic years prior to reporting for each program and must show A, B, C) a. Student graduation rates. b. Job placement rates. c. Entry level ACF certification by graduation. **URL link for each ACFEF Accredited Program showing the assessment data needed for exhibit 8B:** American Culinary Federation Education Foundation Accreditation Commission (ACFEF-AC)
CHEA Information:	ACFEF AC Program Success Outcomes are required by CHEA (Council for Higher Education Accreditations) for Accreditation compliance. CHEA Standard 12.B.1 requires that the accreditor have accreditation standards or policies that require institutions or programs routinely provide reliable information to the public on their performance, including student achievement as determined by the institution or program. To officially comply with this CHEA Standard, the ACFEF AC has created guidelines, supported by policy to ensure proper submittal and publishing Program Success Outcomes. Our goal is to comply with the CHEA standard and to provide your program with guidelines for being in compliance. The following REQUIRED Program Success Outcomes data must be made PUBLICLY accessible through a web link on the programs website landing page. Each culinary arts or

	baking and pastry programs must each have their own web link. Outcome data: 1. Student's graduation rates 2. Student's job placement rates 3. Student's obtaining entry level certification by graduation

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: F:\2. Exhibits\Ex 8B (8.5) Grad placement data, Evals

Narrative Response and URL links for each accredited program:

Our college uses Taskstream, a system by Watermark. This system provides an effective way to document, analyze, manage and archive the outcomes, assessment, and accountability initiatives at all levels of the institution. All information gathered during our Program Review is entered into this software and is then ready for reporting. This system houses our annual assessment reports, Student Learning Outcomes, and curriculum assessment mapping which we also use for operational review.

Graduation rates are here: https://mylakerlink.socc.edu/ICS/Resource_Center/Accreditation/acf_accreditation

Job Placement Rates are here: https://mylakerlink.socc.edu/ICS/Resource_Center/Accreditation/acf_accreditation

Students obtaining entry level certification by graduation:
https://mylakerlink.socc.edu/ICS/Resource_Center/Accreditation/acf_accreditation

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

8.03 There is an ongoing system for assessing faculty performance.	1. Write narrative response describing:
	   a. The policies and procedures for assessing faculty performance.
	
	   Note: Do not include faculty personnel files.

Narrative Response:

Evaluation Types and Source of Initiation: There shall be two (2) types of substantive evaluations of faculty. First, the Tenure-Track Evaluation for tenure-track faculty, which will be initiated by time of service. Second, the tenured faculty evaluation, which will occur every three years.

Purpose of Evaluation: The primary purposes of evaluations are:

- To ensure quality in the teaching and learning environment and enhance student learning.
- To support each individual's growth and development.
- To support periodic assessment, reflection and mindful development by faculty of their professional service.

- To support the continuous improvement of in-service programs and faculty professional development programs.
- To support faculty creativity, experimentation and risk-taking.
- To support alignment of performance with new needs of the discipline and department/division, and promote departmental/divisional clarity purpose.
- To identify and overcome poor performance and to provide a basis for decisions regarding retention.
- To assess the faculty member's performance of job functions as specified in his/her position description.

Evaluation Cycle of Faculty: Each year, the Vice President of Instruction shall notify Human Resources and faculty members of their evaluation status, including what type of evaluation they are scheduled for, if any, i.e., tenure review, annual tenure track, three-year tenure, annual lecturer evaluation, etc., and the timeframe for the various aspects of the evaluation defined in this Article.

A. **Tenure Track Faculty:** Evaluation of tenure track faculty members shall be conducted annually for the first four years of employment, or until the faculty member receives tenure. The fourth year of the tenure track evaluation cycle shall be referred to as the Tenure Review year, unless the faculty member has initiated an early tenure review process in which case the Tenure Review year shall happen in the third year of the tenure track evaluation cycle.

B. **Visiting and Lecturer:** Faculty: Evaluation of visiting and lecturer faculty members shall be conducted annually in accordance with the evaluation handbook.

C. **Tenured Faculty:** Following the granting of tenure, evaluation of tenured faculty members shall be conducted on a three (3)–year rotational cycle. Tenured faculty members shall submit an annual Report of Yearly Service to the appropriate dean for two years of the cycle. The third year of the cycle shall consist of an optional Peer observation, a required self-assessment, and a required classroom observation and evaluation by the appropriate dean. This cycle will continue throughout the faculty member's tenure at the College.

Evaluation Process for Tenure Track, Visiting, and Lecturer Faculty: The evaluation process for tenure track, visiting, and lecturer faculty shall consist of a Peer Observation, a Faculty Portfolio, and an Administrative Evaluation.

Peer Observation Committee and Review Schedule:

Peer Observation Committee: A three-person peer observation committee shall consist of faculty chosen as follows: two faculty members shall be chosen by the person to be evaluated. At least two of the three members on the committee shall be tenured. One of the members chosen by the faculty may be a visiting faculty. The third member of the committee shall be a tenured faculty member chosen by the Dean and shall serve as the chair of the committee. When possible, Committee Chairs shall serve as chair for all years of the tenure process. It is preferable that all members of the peer evaluation committee be tenured and at least one is from the same discipline or division as the faculty member being evaluated.

The Peer Observation shall be conducted annually for non-tenured faculty;

The scope of the tenure-track evaluation will include multiple indices, both in terms of sources of information and activities evaluated, and may include teaching, advising, assessment, scholarly performance and/or research, and service to the profession, College and community as outlined in the evaluation handbook.

Following observation and review, the peer observation committee shall meet to discuss the observations and offer suggestions to improve the quality of the educational experience.

Following the meeting of the committee, the Chair will write a summary of the observation procedures, methods and materials used, conclusions, and recommendations and forward the report to the Dean, and to the faculty member.

The Chair of the peer observation committee, the committee members, and the Dean shall meet with the faculty member to discuss the peer observation.

 1. In the event that the report from the peer observation committee stipulates concerns or issues needing to be addressed, the Dean, the committee chair and faculty will discuss the issue(s) and determine what, if any, further action should be recommended.

  2. The faculty member being evaluated is entitled to submit a response to the Dean, which is included in the report to the Vice President of Instruction.

Faculty Portfolio: The faculty portfolio will be developed by the faculty member being evaluated and will address areas of teaching and activities that are evidence of growth and contribution as mutually agreed between the faculty member and Vice President of Instruction. The Vice President of Instruction with input from Faculty Senate, will determine the portfolio requirements. The Faculty Portfolio is to be submitted to the Dean in accordance with the timeline provided to the faculty member as set forth in the Evaluation Handbook. The Faculty Portfolio will be returned to the faculty member when the evaluation process is completed.

 Administrative Evaluation:

 1. In addition to the peer observation, each non-tenured faculty member shall be separately evaluated annually by the Dean or other designated administrator. Each tenured faculty will be evaluated by the Dean on a three-year cycle.

 2. Each faculty member will receive a copy of the administrative evaluation in a timely manner.

3. Following completion of the peer observation process (required for tenure track faculty, optional for tenured faculty), the Dean will prepare and submit a written administrative report, with recommendations, to the Vice

President of Instruction. The Administrative Evaluation shall encompass all areas of the faculty member's performance, both academic and non-academic, as set forth in 16.2, and will include information from the peer observation. A copy of the Peer Observation Summary will be attached to the Administrative Evaluation as well as any faculty response to their Peer Observation Summary.

  4. An administrative review committee will meet to discuss the faculty member's administrative evaluation. This committee will consist of the Vice President of Instruction and the Dean.

 5. Student Rating of Instruction:

 a. Student rating of instruction shall be done at the end of each term for at least two courses a faculty member teaches.

 b. Questionnaire development: The evaluation including the questionnaire questions and overall format of the instrument, including any revisions or modifications, must be developed by a joint committee consisting of 2 faculty and 2 administrators including the Vice President of Instruction or designee. Each term that student ratings of instruction are conducted for an instructor, all of the courses that the instructor teaches will be evaluated. Faculty members are appointed to the committee by the Faculty Senate. Faculty Senate appointees will seek consultation with Faculty Senate on the development of the rating of instruction instrument. Faculty Senate Chair and Vice President of Instruction will review and approve final rating of instruction prior to implementation. Revisions to the student ratings of instruction instrument may be requested by either administration or Faculty Senate on an annual basis. Changes should only be made on an annual basis prior to fall term so students respond to the same questions set for the academic year.

 c. Access to evaluation data: Each faculty member will have timely access to student ratings for their classes that are evaluated. The Office of Instruction will have access to student ratings of instruction for archiving and for use in the evaluation process.

Evaluation Process for Tenured Faculty

Report of Yearly Service for tenured faculty: For the two years of the three-year evaluation cycle that does not require a formal evaluation, tenured faculty member shall submit a Report of Yearly Service to the Dean. The Dean will submit the report to the Vice President of Instruction.

 B. Each tenured faculty shall be scheduled on a three-year cycle and will meet with their Dean to review the self-assessment and classroom observation, and peer observation process, (if used). The lack of an evaluation shall not be used to deny an employee any benefit, monetary or non-monetary, to which that employee would have otherwise been entitled.

Each faculty member will receive a copy of the administrative evaluation in a timely manner. Following completion of the evaluation process the appropriate dean will prepare and submit a written administrative report, with recommendations, to the Vice President of Instruction, The Administrative Evaluation shall encompass all areas of the faculty member's performance, both academic and non-academic, as set forth in 16.2, and will include information from the peer observation. A copy of the Peer Observation Summary will be attached to the Administrative Evaluation as well as any faculty response to their Peer Observation Summary.

An administrative review committee will meet to discuss the faculty member's administrative evaluation. This committee will consist of the Vice President of Instruction and the Dean.

The Tenured Peer Observation shall be optional and conducted on the third year of the cycle for tenured faculty using the process outlined in this article.

Evaluation Results and Ramifications for Tenured Faculty and Non-Tenured Faculty:

Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for correcting the deficiencies, and the College will provide reasonable development opportunities and resources. When necessary, the Vice President of Instruction can initiate an improvement plan, as outlined in Section 16.7. Improvement plans shall not be initiated as a disciplinary step.

Improvement Plan. During an evaluation cycle, if the College and peer review committee determines that the performance of an employee warrants additional remedial action, an improvement plan will be developed to provide an opportunity and support for the employee to improve his/her performance. The improvement plan will include:

 A. Measurable outcomes of improvement

 B. Reasonable timelines for success and a date for completion;

 C. List of types of assistance that will be provided by the College;

 D. Support and direction by the immediate supervisor; and

 E. A reasonable schedule of meetings with the peer review committees, appropriate dean, and union representative (if requested) with written progress reports.

Following complete implementation of the improvement plan, the employee's supervisor shall prepare a summary of performance and a recommendation regarding retention (for probationary faculty only), which shall be placed in the employee's personnel file. Completed improvement plans, or summary plans for tenured faculty will not be placed in the employee's personnel file. Probationary employees may not be non-renewed for concerns being addressed in a current improvement plan

Evaluation Handbook. The Southwestern Oregon Community College faculty evaluation (tenure track and tenured evaluation) processes are the product of a collaborative faculty/administration effort. It is in the joint collegial interest of both the faculty and administration to develop and maintain the highest reasonable evaluation standard, which will result from the continuing collaboration of both parties in the ongoing evolution of the evaluation and developmental standards and processes. Therefore, the College and the Faculty Senate have produced an Evaluation Handbook, which is limited to clarifying statements of the evaluation process, forms, checklists, and instructions. The College and Faculty Senate will regularly review this Handbook and solicit suggestions for its improvement. Any proposed changes to the Handbook will be submitted to the Senate and faculty labor relations representative for timely review for conformance with the CBA.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

8.04 There is an ongoing and documented system for assessing validity of curriculum by students, faculty, and Advisory Committee.	1. Write narrative response describing:
	  a. The policies and procedures for assessing the validity of curriculum by students, faculty, and Advisory Committee including:
	    - Surveys
	    - Faculty meeting minutes
	    - Advisory Committee meeting minutes

Narrative Response: At the end of each term all students have an opportunity to do course evaluations. They evaluate the effectiveness of the course material, format, text, content, etc. This information is used by faculty to recognize any deficiency in the course. The faculty member uses this information in their course assessment and the program director uses the information for the annual program review. The advisory committee is also solicited at their bi-annual meetings for input on curriculum and improvements to the program. The most recent evidence of this was the discussion of the removal CIS 120 Concepts of Computing. It was proposed in our fall meeting to move content into other classes as data showed students felt most information was too basic.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
8.05 The assessed data findings specific to each accredited program are publicly available and used in the program planning and programmatic changes which involve the administration, faculty, students, Advisory Committee, employers and graduates affiliated with the program.	1. Write narrative response describing: a. How assessed data findings are used in the program planning involving: - Administration, faculty - Students - Advisory Committee - Employers - Graduates affiliated with the program

	b. How plans developed, based on the assessment of data, are implemented for programmatic change. List specific changes that have been implemented.
	c. How/where your institution offers the public information on student performance: link to website, brochure, annual report, etc.

Narrative Response:
All analyzed data is formally reviewed in our Annual Program and Operational Review. This is a collaborative effort between all concerned: Faculty, Staff, Advisory Committee, Employee Partners and Students. Administration is kept informed about any changes that are identified as being necessary to the program, especially those that would impact budgetary concerns. We maintain contact with employers in order to get feedback on our students who are doing externships with them. We conduct an Informal check on graduates to see how they are doing in the field. This has become a valuable tool in our programing. We also invite our graduate students to be guest speakers and visit as much as possible. Graduates have also helped in clubs on campus and with coaching students in ACF culinary competitions.

b. As stated, the discussion of removing CIS 120 out of the required coursework was an agenda item at our last Advisory Committee meeting. Later, our faculty reviewed all aspects of the course and the decision was made to maintain the course and exam outcomes for now.

c. https://www.socc.edu/southwestern-success/

Section 9.0 – Bachelor Degree ONLY

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
Bachelor Degree ONLY: *9.01 The program must exhibit evidence of meeting all of the competencies as specified "Bachelor Degree Domains".*	1. Exhibit BA 1 - Completed Bachelor Degree Domains template.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink:**	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
Bachelor Degree ONLY: *9.02 the program must include a minimum of 180 quarter credits or 120 semester credits for a Bachelor degree.*	1. Write a narrative listing the total number of credits for the Bachelor Degree program as listed in the Institution's catalog.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink:**	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
Bachelor Degree ONLY: *9.03 The program must contain at least the equivalent of one 3 or 4 credit hour course at an upper division level in each of the domain areas.*	1. Exhibit BA 2 - Copy of Bachelor Degree course requirements.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. **Hyperlink:**	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
Bachelor Degree ONLY: *9.04 The curriculum requires utilizing a variety of research methods and resources i.e. library, online references, interviewing techniques, etc.*	1. Write a narrative response describing how students are required to utilize a variety of research methods and resources as part of curriculum.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

Bachelor Degree ONLY:
9.05 Documentation must be available on file and must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience, etc., if the program requires one of the following:
- 3 or 4 credit practical capstone course.
- 3 or 4 credit culinary Internship/Externship course.
- Zero credit experiential learning
	1. Exhibit BA3 - Sample of required documents used in the experiential learning component,
	   if applicable.
	
	2. Write a narrative response describing expectations for one of the following:
	   - 3 or 4 credit practical capstone course.
	   - 3 or 4 credit culinary internship/externship course.
	   - Zero credit experiential learning
	
	3. Describe how the Internship / Externship or experiential learning component provides the
	   opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information

Bachelor Degree ONLY:
9.06 The program will have methods to verify that students who transfer into the Bachelor program with an Associate degree have achieved the
	1. Write a narrative response describing:
	  a. How the Institution's admission procedures confirm that the student has met the
	    required pre-requisites, which should include an AAS Degree in the Culinary Arts / Baking & Pastry.
	  b. Where in the student catalog and website the information is publicly available.

Required Knowledge and Skill Competencies.	

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink:

Self-Study Summary

1. Summarize the major strengths of your program(s), as well as identified areas for improvement, in comparison to the ACFEF Accrediting Commission Standards identified through this Self-Study.

Response Narrative: We believe we operate strong programs here at OCCI. We are fortunate to have very dedicated instructors and staff with demonstrated professionalism. Our leadership is stable due to over 25 years at the cutting edge of the industry. Our facility is well-equipped and our access to technology is highly supported by the college IT department. We stay abreast of industry trends and purchase new equipment to keep the program fresh. While we may be considered small we look at that as a positive in that as a program of a community college, (with student housing availability) we are granted the freedom to make changes and create policies that are beneficial to us and our students. Our program is able to evolve organically as we grow and change with the industry. The COVID 19 pandemic is one example where we've seen an evolution occur rapidly and we've been able to adjust with the necessary changes. Our Advisory Committee is a dedicated group of chefs and employers, both local and afar, who provide not only beneficial guidance and direction but also employment opportunities for our students. Upon reflection we've realized we'd like to see the committee be a bit more invested. In that light we will be nominating a chair at our next meeting scheduled in September.
One area we see for improvement is also due to our size. Being small we become very familiar with each and every student and this can result in an informal atmosphere. We see this as an opportunity for further training and growth.

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 areas for improvement?

Response Narrative: We realize the benefits of this self-study and plan to utilize the realizations to improve our program. It is evident that we have a strong program that has improved over the years. Simultaneously we also recognize that there are areas for further growth and improvement. We plan on bolstering our recruiting efforts. A new and improved graduate survey is being designed. We are looking into employing lab technicians to assist in the kitchens when the student to instructor ratio is high. Our ultimate goal is to offer our students the strongest possible program that prepares them for the ever-changing culinary industry.

3. Describe the process by which this Self-Study was prepared including:
   a. who was involved in reviewing the program(s) in preparation for this Self-Study?
   b. Who compiled the document and identified strengths and areas for improvement?
   c. Who reviewed the Self-Study once it was completed prior to submission to the ACFEF Accrediting Commission?

Response Narrative:
a.) The Program Director – Chef Randy Torres, the Program Coordinator-Shawn Marie Warren, our VP of Instruction, Dr. Ali Mageehon and our instructors all reviewed the programs in preparation for this Self-Study.
b.) The Program Director and the Program Coordinator put the document together with help from OCCI faculty and the college Institutional Researcher, Robin Bunnell.
c.) Our VP of Instruction helped review the Self-Study once it was completed.

4. How will the Accreditation/ Certification by the Accrediting Commission of ACFEF affect your program(s)?

Response Narrative: We very much believe in the value of the accreditation process. Our program is already accredited via Northwest Commission on Colleges and Universities. The last accreditation visit was in April 2020. We strongly believe in the additional accreditation by the American Culinary Federation and have touted it over the years. However, more recent data is showing that incoming students know less about the federation. Our goal is to increase their awareness of the ACF and the value it brings to their education and the culinary world so they can carry that message forward.