

Culinary Assistant Training (CAP/HR)

Academic Program/Discipline Review – January 2018

Introduction

The Culinary Assistant Training program, hereinafter referred to as CAP, is comprised of three 13-credit courses (HR 107, HR 108, and HR 109), taken in fall, winter, and spring terms, respectively.

1. Program/Discipline Overview:

- A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

The Culinary Assistant Program (CAP) is a unique three-term program specifically designed to train individuals with intellectual disabilities and who have barriers to competitive employment. The program helps students develop job-related skills and work habits appropriate to perform basic entry-level service occupations in the food service industry. Students attend the program Monday through Friday, and each day complete one hour of classroom instruction and five hours of training in the PCC cafeterias.

Overall, the educational goal of the CAP is to train students with disabilities so they have the skills necessary to receive an entry level job in the food industry. Areas of focus include: food safety, food prep, food handler certification, on-the-job safety, common workplace communication, proper business etiquette, resolving workplace conflict, and preparing pre-employment material. Upon successful completion of the required 39 credits the students receive a Less-than-One-Year Certificate of Completion.

Not only is the CAP unique within Oregon, there's not another program like it in the nation. There are programs for people with disabilities at the college level, but none that specifically educate and train in food service. This makes it difficult to compare to other programs and guidelines. The educational goal of the CAP has not changed, but the course-level outcomes have been revised (see Appendix A or links below). The goals are not expected to change over the next five years.

<http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=HR&course=107>

<http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=HR&course=108>

<http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=HR&course=109>

- B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or administrative response. *(The Administrative response can be found opposite your SAC's listing at the web page where the Program Reviews are posted – look for the "AR" pdf)*

The 2013 administrative response recommended using all the campus cafeterias for training sites. With the expansion of the Rock Creek, Cascade, and Southeast Campus cafeterias the CAP has been able to expand its training sites from Sylvania to other PCC locations. Just last year, for the first time in the program's history, we had students training on all four of the PCC campuses.

Administrative feedback also encouraged off-site internships as a way for CAP students to get their feet in the door at a workplace, but the administrative response also acknowledged that growing, maintaining, and supervising internships would take additional staffing. Currently, the CAP is run by one academic professional which makes it difficult for expansion.

Not related to any of the 2013 recommendations, but still worthy of note, is a significant federal change that impacted the program. Five years ago the U.S. Department of Education ruled that students receiving a modified diploma from their high school would not be eligible for financial aid unless the program qualified as a "Comprehensive Transition and Postsecondary Program." At the time, the PCC financial aid director found that the CAP did not qualify because it did not meet the Department of Education requirement that students must spend at least half their day in credit bearing classes with nondisabled peers. See Appendix B for requirements to be a Comprehensive Transition and Postsecondary Program. Shortly after PCC looked into becoming a Comprehensive Transition and Postsecondary Program, the U.S. Department of Education reversed its decision. Beginning with the 2014 school year, students who received a modified diploma were eligible for federal financial aid again. This had a huge impact on the CAP because it opened up another avenue of financial support for students interested in entering the program.

2. **Outcomes and Assessment:** Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

- A. Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes

- i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

The CAP SAC consists of one person, the coordinator Chris Brady. He takes advantage of SAC in-service days to regularly review the CCOGs and instructor qualifications for all three HR courses to make sure they're still valid and up to date.

During the 2015-16 school year, a comprehensive review was conducted when Chris worked closely with the division dean and the Curriculum Office coordinator to review and revise the course outcomes, embedded related instruction, and instructor qualifications.

Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.) **that were made as a result of assessment of student learning.**

During the 2015-16 course revisions, the SAC increased classroom instruction in all three courses from 2 hours per week to 5 hours per week. Students come in for instruction from 8-9am Monday through Friday. The SAC believes that the everyday schedule would improve course outcomes because students would be able to receive daily feedback from the instructor, and also daily instruction would help with retention of course material.

Next, course outcomes for HR 107, 108, and 109 were examined by the SAC to make sure they were sequential and assessable. CCOG terminology was revised to show a level of progression while students move through HR 107, 108, and 109. Students need to show a basic level of proficiency in HR 107, an intermediate level in 108, and an advanced level of training skills by the time they complete HR 109. See Appendix A or the links in 1A for specific course outcomes.

In 2015-2016, the SAC also looked at how we assessed student learning. Before 2015 the SAC looked at six different areas for each HR 107, 108, and 109:

1. Attendance (200 points)
2. Punctuality (200 points)
3. Work-related skills and habits (200 points)
4. Workplace behaviors (200 points)
5. Classroom activities (200 points)
6. Employability (200 points)

The SAC consolidated and revised its assessment areas to 4 similar assessment groups:

1. Attendance and Punctuality (200 points).
2. Work-related Skills and habits (200 points).
3. Workplace behaviors (200 points).
4. Classroom activities and assignments (200 points).

This revision was made for a variety of reasons. Previously, assessment scoring was weighted too heavily on attendance and punctuality (33% of the student's grade). Next, the SAC, with input from the advisory committee, wanted there to be more influence on the work-related skills and workplace behaviors. Also, employability was taken out because it was determined that the category already was being evaluated through the evaluations for work-related skills and workplace behaviors. So, ultimately, employability would be reflected in the evaluations and the final grade. Lastly, by making these changes it gave more importance to topics and skills being taught in the classroom. Previously, the classroom grade made up 16.7% of the student's grade, now it's 25%.

See Appendix C for Work-Related Skills Evaluation and Appendix D for the Workplace Behavior Evaluation

B. Addressing College Core Outcomes

- i. Update the Core Outcomes Mapping Matrix.

<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>

For each course, choose the appropriate Mapping Level Indicator (0-4) to match **faculty expectations for the Core Outcome for passing students**. (You can copy from the website and paste into either a Word or Excel document to do this update, and provide as an Appendix).

See Appendix E for the revised CAP Core Outcomes Mapping Matrix.

C. For Career and Technical Education Programs: Degree and Certificate Outcomes

- i. Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.

The coordinator assists with training and also evaluates each student at his/her training site to gauge their skills and level of independence. These student evaluations are completed at the end of each term and are a good indicator as to whether the student is meeting the certificate outcomes.

The CAP has always had a good percentage of students complete the program each year. Over the past 5 years 84.4% of its students met course outcomes and obtain a certificate after one year. Below is a chart showing the percentage of students who met the certificate outcome by passing their training evaluation and behavior evaluation for HR 107, 108, and 109. Passing the evaluations each term is a strong indicator that the student has met the certificate outcomes at the end of the program.

See Appendix B for the training evaluation and Appendix C for the behavior review.

	2011-12	2012-13	2013-14	2014-15	2015-16
Students who passed both Work Related Evaluation & Behavior Evaluation	(12/14) 86%	(13/16) 81%	(12/14) 86%	(10/13) 77%	(11/12) 92%

Seven students (10% of students) that entered the program needed more than 3 terms to meet certificate outcomes. 5 students (7% of students in the program) did not pass their work and/or behavior evaluation(s).

In 2016 the CAP went from a One-Year Certificate to a Less-Than-One-Year Certificate. Previous to 2016, the CAP was a 45-credit program (15 credits per term). The change was necessary for a few reasons. First, credit hours would more accurately represent the amount of lab and lecture students were receiving, and, secondly, the higher number of credits represented a greater financial burden for the students. Lastly, the SAC believed that by moving to a Less-Than-One-Year Certificate and eliminating the related instruction part of the curriculum, it would improve students' attainment of program and course outcomes because instruction could be more focused on the students' work skills and their preparedness for employment.

The coordinator of the CAP evaluates the students in four different areas:

- 1) Attendance and punctuality
- 2) Work-related skills and habits
- 3) Workplace behaviors
- 4) Classroom activities and assignments.

Attendance and Punctuality measures the student's attitude, work ethic, professionalism, ability to work as a team member, and work habits. The student's work-related skills and habits are evaluated each term through the On-the-Job Evaluation. Workplace behaviors are also addressed at the end of each term to evaluate the "soft skills" required to get and keep a job (e.g., getting along with boss and co-workers, proper hygiene, respecting workplace culture). Lastly, student's classroom activities, assignments, mid-terms, and finals are assessed to determine the knowledge acquired.

- ii. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of your Degree and Certificate outcomes. (If including any summary data in the report or an appendix, be sure to redact all student identifiers)

The 2011-2012 learning assessment report was a pivotal and important assessment for the program and how it measured and improved student attainment of certificate outcomes. The assessment, conducted in all three courses, analyzed the effectiveness of direct instruction from the classroom and how it impacted and improved hands-on training at the training site. At that time, the instructor created evaluations for measuring the student's performance and effectiveness of the direct instruction. Before that time there was no training evaluations that tracked student performance from term to term. The on-the-job training evaluation and behavior review have been revised over the last 5 years but are still used to track students' work skills over the one-year training period. See Appendix B for the training evaluation and Appendix C for the behavior review.

- iii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.

Analyzing the effectiveness of direct instruction and measuring student's training performance through evaluations was not formally reassessed the following year. However, each year the instructor has tweaked the direct instruction and the evaluation instruments that are used to assess students' attainment of degrees and certificate outcomes, continuously looking for better ways to link the direct instruction in class to help improve the hands-on training and certificate outcomes. The end-of-term training and behavior evaluations have also been revised over the years to better illustrate students' levels.

- iv. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

We have learned that by utilizing our assessment coaches we can improve our practices and strategies. Our assessment coaches have been very helpful in making the assessment process understandable and guiding us through the process. Assessment coaches have been instrumental in finding ways to assess difficult-to-align outcomes. The coaches have also been very helpful in keeping up with the many changes that have been made as the learning assessment project has evolved.

- v. Are any of PCC's Core Outcomes difficult to align and assess within your program? If yes, please identify which ones and the challenges that exist.

Our program is small and individualized and focuses on proficiency. As the student progresses, the program can be very personal and, therefore, does not expose students to PCC's Core Outcome of community and environmental responsibilities.

3. Other Instructional Issues (Note: for questions A-C, specific information can be found at: http://www.pcc.edu/ir/program_profiles/index.html)

- A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

Culinary Assistant Program Course Enrollment (Headcount) Over The Past 15 years

<u>Years</u>	<u>Students Enrolled</u>
2001- 2006	69
2006- 2011	70
2011- 2016	70

Enrollment in the CAP has stayed consistent over the past 15 years. From 2001 to 2006 the program served 69 students. From there, the program served 70 students from 2006 to 2011 and again from 2011 to 2016. The program serves an average of 14 full-time students per year.

Headcount by Academic Year

	2011-12	2012-13	2013-14	2014-15	2015-16
CAP	14	17	14	13	12
PCC	94,634	89,903	88,179	85,008	78,432
Sylvania	33,503	31,868	30,049	27,951	25,726

CAP headcount has decreased slightly over the past five years. Because the CAP is a small program, one student more or less can make quite an impact percentage wise. Overall, the CAP ended the five year cycle down about 14%. Headcount for PCC within this five-year cycle was down about 17%, and Sylvania Campus was down 23% respectively.

Full-Time Equivalency (FTE) By Academic Year

	2011-12	2012-13	2013-14	2014-15	2015-16
CAP	24.7	27.4	20.8	20.9	19.8
PCC	34,247	33,679	31,940	30,170	28,019

Sylvania	12,496	12,136	11258	10,276	9, 510
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Again, the CAP is a small program by design, and one student can make quite the impact. Full-time equivalency (FTE) with the CAP has decreased 20% over the past five years, while PCC's FTE has decreased 18%, and Sylvania Campus FTE has decreased 24%.

Overall, the CAP enrollment is decreasing slightly, but at a slightly slower rate than PCC and Sylvania Campus. There are some things that play a part in this. Along with the general population, people with disabilities are finding paid employment at a higher percentage than ever before. As an institution, we know that enrollments fall when the employment rate rises. Based on statistics from the City of Portland (www.portlandoregon.gov) Neighborhood Involvement, the participation rate for people with disabilities having paid employment is at its highest rate ever in Oregon, around 32%. Just eight years ago the employment percentage was about 25%.

Enrollment also is limited for a couple other reasons. First, PCC cafeterias have a certain number of openings for students to receive training. Currently, Sylvania has 8 openings, Rock Creek-5, Southeast-2, and Cascade-2. If a campus is full, a student has the option to wait for an opening on a campus of choice or travel to another campus. Transportation is a big issue with students in the CAP program. 95% of the students who enter the program use public transportation to get to campus. Most leave their house early in the morning to attend class at 8am at the Sylvania campus Monday through Friday. The students who have their trainings on another campus then have to get on a PCC shuttle bus to go to their training site. Some students don't want to spend that much time traveling. One way to lessen the travel time would be to have classes twice a week for a longer amount of time, so students would only have to travel to Sylvania 2-3 times per week. A second option is to give students on other campuses the option of following class via video conferencing. This would eliminate travel to Sylvania altogether for students and they could follow class through video conferencing at their training site campus. Both these options would probably bring enrollment up at Rock Creek where schools and students are interested in the program but don't want to make the commute to Sylvania.

- B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, how is your SAC addressing this?

See Appendix F for information chart regarding grades for the CAP

The SAC does not observe any significant patterns or trends. The program is sequential and consists mainly of the same students and instructor each term for the entire school year.

From year-to-year the grades may change because of different instructors running the program. Lee Fan was the coordinator of the program from 2011-2013. Chris Brady was hired in September of 2013, and ran the program for the 2013-2014 school year. In November 2014 he became the interim manager in the Occupational Skills Department at the Southeast Campus, at which time Lee Fan returned temporarily to run the program for the majority of the 2014-2015 school year. Chris Brady came back to the CAP in September 2015.

Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

None at this time.

- C. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.

No.

- D. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

No.

- E. Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?

The CAP has not developed specific questions; however, we do find the generic questions provide the necessary feedback. Most students are satisfied with the program.

4. Needs of Students and the Community

- A. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how has this impacted curriculum, instruction or professional development?

Overall there has not been a lot of change in the demographic of students that the CAP serves. Because the CAP serves students from all four PCC campuses we continue to get a good cross section of Portland's demographic. Student's coming into the program tend to come right from their home school district usually right after their senior year, or after they complete transition services when they turn 21 years old. Our students are diverse in terms of their disabilities.

Disability Breakdown for Students in the CAP

	Intellectual Disability (ID)	Learning Disability (LD)	Autism Spectrum Disorder (ASD)	Mental Health *(MH)	**Other :
2013-14	8	5	0	2	1

2014-15	7	2	3	1	2
2015-16	5	2	2	2	2
2016-17	6	2	2	2	2

*If student has mental health disorder they must have documentation of an intellectual disability

**Other category could include Communication Disorder, ADD/ ADHD, Traumatic Brain Injury, or Genetic Disorder, etc.

Student could also have multiple disabilities (Ex: ASD and ID, or Other and LD)

Starting 2013 the CAP SAC started documenting the CAP student disabilities to better understand the students they are serving and to see if there are any trends. A majority of the students the program serves have an intellectual disability, characterized by significant limitations in both intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. CAP continues to serve a smaller and consistent group of students with learning disabilities and students on the Autism Spectrum Disorder.

Please see the following link for more information and charts regarding the CAP demographics:

http://www.pcc.edu/ir/program_profiles/201617/HR.pdf

- B. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

The CAP is specifically designed for training students with disabilities. We waive the college entry exam/placement test and have no prerequisite course requirements. Our program is a rare opportunity for many students with intellectual disabilities to be included in a college environment. The SAC is proud of PCC's inclusion philosophy/mission, and how diversity is embraced at the college.

Classroom instruction and hands-on training are conducted on PCC campuses. All of the campuses comply with ADA regulations and are fully accessible. The instructor has a background in providing accommodations for people with disabilities. If there are accommodations that the instructor cannot provide, the student is encouraged to register with Disability Services.

- C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

N/A.

- D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

There's been a great deal of positive feedback from our Advisory Council members, which are comprised of vocational rehabilitation counselors, employment specialists from government and private agencies, and school district teachers and transition specialists.

Over half of our students are funded through Oregon Vocational Rehabilitation Services (OVRs). OVRs sends students to the program to receive training working in a large-scale cafeteria with the ultimate goal being that the student will be ready for paid employment after completion. To help with the transition, OVRs and students have asked for a final evaluation that is completed by the instructor to indicate where the students work skills are at. An evaluation was created by the instructor and shared with the Advisory Council on the June 2017 meeting. The evaluation was discussed, feedback was received, and the evaluation was adopted. Overall, the student evaluation will be shared with OVRs counselors so they have a good understanding of each student's work skills and so they are aware of the supports they may need after completion of the program and when entering the workforce.

See Appendix G for Final Evaluation

5. Faculty: reflect on the composition, qualifications and development of the faculty

- A. Provide information on how the faculty instructional practices reflect the strategic intentions for Diversity, Equity and Inclusion in PCC's Strategic Plan, [Theme 5](#). What has the SAC done to further your faculty's inter-cultural competence, and creation of a shared understanding about diversity, equity and inclusion?

The CAP is run by one full-time PCC employee, Chris Brady. He was hired September 2013. There have been no other hires for the program to reflect the strategic intentions for Diversity, Equity and Inclusion. Chris has taken a Diversity: Skills for Collaboration class through PCC during the summer of 2016.

The coordinator does attend two professional development conferences throughout the year. The Oregon Department of Education, the state's Youth Transition Program, and OVRs put on the Oregon Statewide Transition Conference and the Meet at the Mountain Conference. At these conferences diversity, equity, and inclusion involving people with disabilities to is a common theme, issue, and topic of discussion.

- B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes

Instructor qualifications were changed from needing to have an associate degree to needing a bachelor's degree to be the coordinator of the program. The SAC, along with the dean looking over the program, determined that the coordinator of the program needed to have a higher level of knowledge around instructing people with disabilities and navigating the services and agencies available to them.

It was determined Current Instructor Qualifications at:

<http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>

(Previous Instructor Qualifications from November 2011- December 2015 at:

<http://www.pcc.edu/resources/academic/instructor-qualifications/HRCulinaryAsstInstructorQualificationsARCHIVE.html>)

- B. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Each year the coordinator takes part in two professional development conferences. The Oregon Department of Education, the state's Youth Transition Program, and OVRS put on the Oregon Statewide Transition Conference and the Meet at the Mountain Conference. Laws, services, and programs for people with disabilities are continuously changing. These conferences are a good opportunity to find out about the ever-changing policies that could impact the program and the population we serve. It's also an excellent time for networking, and to share information about the CAP to organizations who serve people with disabilities. By learning what's out there, the SAC is able to share information with students and families on how to access services, programs, and funds.

For example, ABLE savings accounts have recently become available for some people with disabilities. These are tax-free money accounts that can be financially contributed through family and friends to assist a person with a disability with their education, housing, assistive technology, employment, training, and many other expenses. Letting families know about this resource can save them a lot of money and can be another source of revenue for tuition. See link below with more information about ABLE accounts.

<http://oregonablesavings.com/>

6. Facilities, Instructional and Student Support

- A. Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

Due to the student population we are working with, the majority of our students are visual learners. They prefer in-class lectures instead of distance-learning modality. The classroom we use is well equipped with a dry erase board, overhead projector, an LCD

projector, and a DVD player. Also, our on-campus cafeterias are perfect sites for our students' skills training. The students learn culinary skills by working with and observing our college foodservice staff.

The CAP utilizes the Food and Nutrition Lab (Building 5, Room 241) at Rock Creek twice per year. The classroom has six kitchen islands, teaching equipment, dishes, and cooking supplies. Students have the opportunity to prep and cook meals in a small group setting.

90% of the students in the program use public transportation as their primary form of mobility. The PCC shuttle bus has served a helpful service to students getting to Sylvania for instruction in the morning and for students going to other campuses for their training after class. 55% of students used the PCC shuttle bus system at some point during their yearlong program.

- B. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Students are not required to use the library or outside-the-classroom resources in the program; however, they are encouraged to seek extended information from our library or internet searches to further understand the material discussed and practiced. Students utilize the services in the Jobs and Internships office and online to find employment opportunities for themselves.

- C. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

CAP works closely with PCC Disability Services (DS) and the DS counselors. On many occasions, the DS counselors and resource specialists from the Disability Services Office have provided excellent support and advice to our students. Academic Advising is not utilized for the students in our program because the coordinator provides most of the advising.

7. Career and Technical Education (CTE) Programs only. To ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field:

- A. Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three Advisory Committee meetings in the appendix.

The CAP Advisory Committee Meetings are used as a time to update committee members on recent updates and possible changes coming to the program and PCC as a whole. The coordinator values the opinions and ideas of the Advisory Committee. During the Advisory meetings and throughout the year the coordinator discusses possible

changes to curriculum and the training program and welcomes the feedback received from the committee. The committee played a key role in finalizing the decision to make the program a Less-Than-One-Year Certificate, revising instructor qualifications, and reviewing the final version of the application form. Ultimately, the coordinator weighs the input and also considers resources available from PCC to make decisions that are best for the program. Advisory Committee Members also have time to share what's new or happening in their field. Because the world of people with disabilities is so interwoven, one change in an area can affect another drastically.

See Appendix H for Advisory Committee Minutes

- B. Describe current and projected demand and enrollment patterns for your program. Include discussion of any impact this will have.

Enrollment has stayed consistent over the past 15 years (see statistics in 3A). The SAC sees no reason for a decline in enrollment. Currently the CAP is limited by the amount of training positions it has in the PCC cafeterias. At times there's a waitlist for students that want to do their training at the Sylvania Campus. If the CAP can partner with outside businesses and open more training sites, more students would be able to enter the program and enrollment could rise.

- C. How are students selected and/or prepared (e.g., prerequisites) for program entry?

High school special education teachers and/or vocational transition specialists guide their students to the CAP as part of their Individual Education Plan (IEP). Also, the counselors of the State Office of Vocational Rehabilitation Services, County Developmental Disability Services, and a few other independent agencies, recommend that their clients receive the culinary assistant training as part of their long-term Individual Vocational/Training Plan (IVP or ITP). These third party agents pre-screen potential students before sending them to apply for the CAP.

An interview with the Program Coordinator is mandatory before a student may apply to the program. Families and anyone else involved with the employment goals of the student (e.g., OVRS counselor, job coach, personal agent, school transition specialist) are welcome but not required to come to the meeting with the program coordinator. At the initial meeting the coordinator discusses what the program covers, class schedule, financial costs, and expectations. From there, the student is given an application to apply for the program (See Appendix I for application). If the student is interested in entering the program they must fill out the application form disclosing contact information, past paid or unpaid work experiences, and references. With the application the student must turn in documentation of a disability, usually an evaluation or Individualized Education Plan from a school district. Using the application, references and evaluation the instructor makes the final decision on which students are accepted into the program. The instructor looks at how independent the student is, how successful the student was at the past work experiences, and if the student has the stamina for 25 hours per week of training.

- D. Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

<u>Job Placement Data</u>	<u>2011-2016</u>
Working in a paid job	61.1%
Volunteer/further job training	14.8%
Engaged in studying/training	3.2%
No Response	20.9%

(Complete Program Statistics for the last 15 years in appendix J)

The statistics collected over the last five years show that 61.1% of our program graduates found a paying job after graduation. Students finding a volunteer position or receiving further job training during 2011-2016 was 14.8%. Graduates continuing on for additional education/training was 3.2%. The remaining percentage (20.9%) of graduates did not respond so we have no current job status for them. Most individuals receiving paid employment are making minimum wage (Portland Metro Area- \$11.25). According to the Bureau of Labor Statistics (see link below) there will be a 6% increase in food preparation jobs over 2014-2024.

<https://www.bls.gov/ooh/food-preparation-and-serving/food-preparation-workers.htm.htm>

- E. Please present data on the number of students completing Degree(s) and/or Certificate(s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons why students may leave before completion. If the program is available 100% online, please include relevant completion data and analysis.

The completion rate for the CAP is 86.6%. Of the 70 students who entered the CAP over the last 5 years only 10 students did not complete. This completion percentage is very high, and there are a few reason for this. The students know exactly the program they're entering and the training they are going to receive. Secondly, it's only one-year long and doesn't require the same level of commitment as a two-year degree would.

Reasons why the 10 students did not complete the program:

- 50% (5) did not pass a course and dropped out of the program
- 30% (3) found employment before graduating
- 10% (1) had health reasons
- 10% (1) moved away

- F. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

The goal for most of the students who enter the CAP is to gain paid employment after they exit. Students who receive services through OVRS may qualify for a job coach for further training or help with getting accustomed to a new work environment.

Postsecondary education opportunities for CAP graduates are limited, especially in the Pacific Northwest. To see post-secondary options for people with disabilities around the United States, click on the link below.

<http://programs.thinkcollege.net/>

8. Recommendations

- A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

- 1) The CAP SAC analyzed the instructional and training time of the program. We were able to drop the credits from 15 credits to 13 credits per term and making the program more accessible and affordable for student and families interested in the program.
- 2) The SAC is going to look into the possibility of the classroom portion of the program being offered via video conferencing. This would be available to students that are interested in doing their training at the Rock Creek, Southeast, and Cascade Campus. This would reduce the daily travel time students have in the mornings and between class and training. Students in the Hillsboro, NE Portland and Vancouver areas especially are interested in the program but the long commute to Sylvania deters them from entering the program.

- B. What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support.)

- 1) The SAC consists of one academic professional who wears many hats including advising, outreach, instructing, and training. It would be great for the CAP students to partner with community businesses. This would be a more comprehensive training program and it would get the students' feet in the door in businesses where

they could potentially be hired after graduation. Hiring a job coach to help with outside placements and training would be a big benefit to the program. The CAP budget could allow a part-time casual to take on this roll.

Program/Discipline Review Logistics:

- Reviews will be prepared at least every five years. Career and Technical Education programs may work out some degree of synchrony with external accreditation cycles.
- SACs will have access to various profiles (demographic, enrollment, and student success--at http://www.pcc.edu/ir/program_profiles/index.html) and are encouraged to seek additional data as deemed useful from the Office of Institutional Effectiveness.
- Workshops will be held once each term to assist SACs embarking on or in the midst of review preparation. Participation by one or more SAC representatives in at least one workshop is expected in the year before the review.
- SACs will prepare a written report, which will include a narrative section (generally between 15 and 30 pgs.) following the 8-point outline above, along with appendices as deemed appropriate to support the narrative. The primary audience for the written report is intended to be SAC members, PCC administrators, Northwest Commission on Colleges and Universities representatives, and Advisory Committee members.
- SACs are encouraged to share drafts with their administrative liaisons during preparation.
- Combine the final report and appendix into a single Word document or PDF. Send the finished reports by 12:00 the Friday before the presentation to: academicaffairs@pcc.edu . Reports received later that afternoon are not guaranteed to be posted to the web page before the weekend, which has been requested by the administrators who will be responding to the Program Review.
- A Presentation/Discussion meeting will be held to provide an opportunity for the SAC to showcase accomplishments as well as challenges, and to engage administrators in discussion relating to future directions. The agenda is designed by the SAC, with up to 90 minutes allotted for the presentation followed by 30 minutes for questions and discussion.
- The Presentation will generally involve several (if not all) SAC members, including part-time faculty members, appropriate administrators, and others. Some SACs choose to invite different sets of stakeholders, such as support staff, Advisory Committee members, administrators and faculty members from other disciplines, and/or current or former students.
 - The SAC notifies and invites SAC members and all other desired stakeholders.

- The Dean of Academic Affairs will invite and send the program review to the following administrators: Vice Presidents for Academic and Student Affairs, Campus Presidents, Deans of Instruction, Deans of Student Development, Division Deans with responsibility in the subject area, Director of Institutional Effectiveness, Dean of Student Affairs, and others as appropriate. SACs should expect 8 to 12 of these administrators to attend.
- The SAC is responsible for reserving a room and audio/visual equipment for the presentation. Notify academicaffairs@pcc.edu as soon as the room is known, so other administrators can be informed.
 - Room Bookings: Select a room based on the number of invitees and other needs (media, proximity to specialized space, etc.). See Campus Scheduling Contacts at <http://www.pcc.edu/about/facilities/contacts.html>, to find a room-scheduling expert at your chosen campus.
 - Audio Visual Equipment: Check the campus subpages at the Media Services webpage <http://www.pcc.edu/resources/media-services/classroom-technology/> to see the permanent A/V equipment assigned to each classroom, and use Media Services' online Audio-Visual Equipment Request form if you need additional equipment to be delivered on your presentation day.
- An Administrator (DOI or Division Dean) will make note of questions, comments, or agreements that arise out of the meeting. At the end of the presentation, Dean of instruction assuming primary responsibility for drafting and coordinating comments for the Administrative Response will provide information about when the SAC may expect to receive the response.
- The Dean of Academic Affairs will post the Program/Discipline Review and the Administrative Response on the Program/Discipline review website: <http://www.pcc.edu/resources/academic/program-review/index.html>

APPENDIX

Appendix A

Course Number: HR 107

Course Title: Culinary Assistant Training I

Credit Hours: 13

Lecture Hours: 50

Lecture/Lab Hours: 0

Lab Hours: 250

Special Fee:

Course Description

Provides individualized training in food services or clerical areas. Focuses on food safety, food handler™s certification, and on-the-job safety. Includes classroom instruction and hands-on training in a large-scale cafeteria kitchen. Audit available.

Addendum to Course Description

Students can enroll in the 3-term Culinary Assistant Program in any fall, winter or spring term of a school year. HR 107 is for first-term students in the program.

Intended Outcomes for the course

Upon completion of the course students should be able to:

- Demonstrate basic entry level soft skills in the area of professionalism, social skills, work habits, and workplace behaviors as appropriate in a large scale cafeteria kitchen job setting.
- Apply basic level skills effectively during hands-on training, as they pertain to various jobs within a large-scale cafeteria kitchen (food safety, on-the-job safety, teamwork, communication with staff and customers, and food preparation and packaging)
- Train and interact efficiently with food service personal to perform one or more jobs in various food production areas.

Course Activities and Design

Students receive 25 hours per week of hands-on training in the PCC food-services cafeteria. They train with food-service staff in different cafeteria work areas. Program coordinator selects one or more job-training areas out of the following choices:

- Food preparation (hot food, salad, bakery, sandwich, pizza, wraps, bento/Asian food, and sushi).
- Food packaging and labeling (sandwiches, wraps, sushi, and vegetable dishes)
- Serving of food.
- Shipping and receiving, & store-keeping.
- Food, drink, and paper product stocking
- Dish-washing and quality control of equipment and utensils.

Students spend five hours per week in classroom activities around independent living skills, food and work safety, and soft skills necessary for employment. This course includes role-playing, lectures, videos, small & large group discussions, and hands-on activities.

Outcome Assessment Strategies

Assessment is based on 4 areas:

1. Attendance & punctuality.
2. Work-related skills and habits.
3. Workplace behaviors.
4. Classroom activities and assignments.

Attendance and punctuality that reflect students'™ attitude and professionalism are recorded and counted. The student's work-related skills, habits and teamwork, as well as their employability and workplace behaviors are evaluated by the staff trainers, co-workers and the program coordinator. Classroom portion is graded on class participation, assignments, tests and examinations.

Course Content (Themes, Concepts, Issues and Skills)

Includes all or most of the following:

- Various topics and current issues related to food and work safety will be discussed and analyzed.
- Basic job-related knowledge and training in specific areas in large-scale cafeteria.
- Food and workplace safety according to Oregon food handler information and test, and how they apply to training site.
- Importance of professionalism, positive attitude and work ethics.
- Techniques for work-related communication and working as a team with other staff and students.
- Demonstrate basic professionalism, positive attitude and good work ethics at work-site.

Course Number: HR 108
Course Title: Culinary Assistant Training II
Credit Hours: 13
Lecture Hours: 50
Lecture/Lab Hours: 0
Lab Hours: 250
Special Fee:

Course Description

Provides individualized training in food services or clerical areas. Focuses on time management, listening skills (including accepting constructive criticism), common workplace communication, business etiquette, resolving workplace conflict, and goal setting. Includes classroom instruction and hands-on training in a large-scale cafeteria kitchen. Audit available.

Addendum to Course Description

HR 108 is for second-term students in the Culinary Assistant Program. It is a progressive course that builds on the skills and knowledge that students have acquired from HR 107.

Intended Outcomes for the course

Upon completion of the course students should be able to:

- Demonstrate intermediate level soft skills in the area of professionalism, social skills, work habits, and workplace behaviors as appropriate in a large-scale cafeteria kitchen job setting.
- Apply intermediate level skills effectively during hands-on training, as they pertain to various jobs within a large-scale cafeteria kitchen (food safety, on-the-job safety, teamwork, communication with staff and customers, and food preparation and packaging).
- Train and interact efficiently with food service personnel to perform two or more jobs in various food production areas.

Course Activities and Design

Students receive 25 hours per week of hands-on training in the PCC food-services cafeteria. They train with food-service staff in different cafeteria work areas. Program coordinator selects one or more job-training areas out of the following choices:

- Food preparation (hot food, salad, bakery, sandwich, pizza, wraps, bento/Asian food, and sushi).
- Food packaging and labeling (sandwiches, wraps, sushi, and vegetable dishes)
- Serving of food.
- Shipping and receiving, & store-keeping.
- Food, drink, and paper product stocking
- Dish-washing and quality control of equipment and utensils.

Students spend five hours per week in classroom activities around time management, listening skills (including accepting constructive criticism), common workplace communication, business etiquette, and resolving workplace conflict, and goal setting. This course includes role-playing, lectures, videos, small & large group discussions, and hands-on activities.

Outcome Assessment Strategies

Assessment is based on 4 areas:

1. Attendance & punctuality
2. Work-related skills and habits.
3. Workplace behaviors.
4. Classroom activities and assignments.

Attendance and punctuality that reflect students'™ attitude and professionalism are recorded and counted. The student's work-related skills, habits and teamwork, as well as their employability and workplace behaviors are evaluated by the staff trainers, co-workers and the program coordinator. Classroom activities are graded primarily on class participation, in-class assignments, tests and examinations.

Course Content (Themes, Concepts, Issues and Skills)

Includes all or most of the following:

- Various topics and current issues related to food and work safety will be discussed and analyzed.
- Business etiquette and how it is applied in the workplace.
- Identifying personal and professional goal setting.
- Specific hard skills necessary in a large-scale cafeteria.
- Job-success/soft skills necessary for employment retention.
- Understand the importance of professionalism, positive attitude and work ethics.
- Work-related communication and resolving workplace communication, including accepting constructive criticism, importance of being an active listener, and asking for assistance when needed.
- Semi-independence with tasks in large-scale cafeteria.

Course Number: HR 109
Course Title: Culinary Assistant Training III
Credit Hours: 13
Lecture Hours: 50
Lecture/Lab Hours: 0
Lab Hours: 250
Special Fee:

Course Description

Provides individualized training in food services or clerical areas. Focuses on budgeting, preparing pre-employment material (resume, cover letter, letters of recommendations, filling out application), and interviewing skills. Includes classroom instruction and hands-on training in a large scale cafeteria setting. Audit available.

Addendum to Course Description

HR 109 is for third-term students in the Culinary Assistant Program. It is a progressive course that builds on the skills and knowledge that students have acquired from HR 107 and HR 108

Intended Outcomes for the course

Upon completion of the course students should be able to:

- Demonstrate advanced level soft skills in the area of professionalism, social skills, work habits, and workplace behaviors as appropriate in a large scale cafeteria kitchen job setting.
- Apply advanced level skills effectively during hands-on training, as they pertain to various jobs within a large-scale cafeteria kitchen (food safety, on-the-job safety, teamwork, communication with staff and customers, and food preparation and packaging).
- Train and interact efficiently with food service personnel to perform three or more jobs in various food production areas.
- Use effective interviewing skills.
- Gather and/or prepare a working resume and cover letter.

Course Activities and Design

Students receive 25 hours per week of hands-on training in the PCC food-services cafeteria. They train with skillful food-service staff in different cafeteria work areas. Program coordinator selects one or more job-training areas out of the following choices:

- Food preparation (hot food, salad, bakery, sandwich, pizza, wraps, bento/Asian food, and sushi).
- Food packaging and labeling (sandwiches, wraps, sushi, and vegetable dishes)
- Serving of food.
- Shipping and receiving, & store-keeping.
- Food, drink, and paper product stocking

- Dish-washing and quality control of equipment and utensils.

Students spend five hours per week in classroom activities around budgeting, preparing pre-employment material (resume, cover letter, letters of recommendations, filling out application), and interviewing skills. This course includes role-playing, lectures, videos, small & large group discussions, and hands-on activities.

Outcome Assessment Strategies

Assessment is based on 4 areas:

1. Attendance & punctuality.
2. Work-related skills and habits.
3. Workplace behaviors.
4. Classroom activities and assignments

Attendance and punctuality that reflect students'™ attitude and professionalism are recorded and counted. The student's work-related skills, habits and teamwork, as well as their employability and workplace behaviors are evaluated by the staff trainers, co-workers and the program coordinator. Classroom portion is graded on class participation, assignment, tests and examinations.

Course Content (Themes, Concepts, Issues and Skills)

Includes all or most of the following:

- Various topics and current issues related to food and work safety will be discussed and analyzed.
- Specific hard skills necessary for multiple training areas in a large-scale cafeteria.
- Techniques for effective interviewing.
- Gather and prepare pre-employment materials to present themselves as viable candidates in the workplace.
- Techniques for professionalism, social skills, attitude, work habits, and workplace behaviors and appropriate in a large-scale cafeteria job setting
- Active interaction with kitchen and cafeteria workers, including but not limited to prepared food clerks, prep cooks, freight clerk, manager, dishwasher, bakery cook, and head cook, as arranged by the instructor.
- Independence with tasks in a large-scale cafeteria.

Appendix B

Comprehensive Transition Programs (CTP) were initially described and defined by the Higher Education Opportunity Act of 2008. Comprehensive Transition Programs are degree, certificate, or non-degree programs for students with intellectual disabilities that:

- Are offered by a college or career school and approved by the U.S. Department of Education;
- Are designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- Offers academic advising and a structured curriculum; and
- Requires students with intellectual disabilities to participate, for at least half of the program, in:
 - Regular enrollment in credit-bearing courses with nondisabled students,
 - Auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
 - Enrollment in noncredit-bearing, non-degree courses with nondisabled students, or
 - Internships or work-based training with nondisabled individuals.

Modified Diploma Information sheet from the Oregon Government Website

<http://www.oregon.gov/ode/students-and-family/OregonDiploma/Documents/moddipfaq-final.pdf>

Appendix C

Student Name: _____ **Trainer:** _____

Please check the column that best describes the student and his/her work:

	All Time	Missed Couple	Most Time	Often	Some time	Once in a While	Rarely	N/A
1) Starts work and returns from break on time.								
2) Alerts supervisor if absent or late								
3) Respects workplace culture/ rules								
4) Respects and accepts authority								
5) Is tactful and considerate of others								
6) Relates well to supervisors								
7) Relates well to fellow workers								
8) Interacts appropriately with the public								
9) Appropriately dressed for workplace								
10) Exhibits cleanliness and good hygiene								
11) Focused on work								
12) Strives for a job well done								
13) Willingly preforms other job tasks								
14) Shows initiative								
15) Uses time effectively								
16) Reacts appropriately to criticism								
17) Accepts suggestions								
18) Asks for help when needed								
19) Is flexible & can adapt to work conditions								
20) Follows food and job safety rules								
21) Uses care with equipment and materials								
22) Understands the following instructions								
23) Exhibits occupational skills								
24) Works well with minimum supervision								
25) Finishes assigned tasks without reminders								
26) Speedy improvement in completing tasks								
27) Completes job in a reasonable time								
28) Keeps busy, looks for work to do								
29) works faster when busy								
30) Shows continual improvement								

Would you hire this person to do this job? Yes Very Likely Very Possible Possible Maybe Not Likely No

Why or why not?

Rubrics for rating On-the-Job Evaluation

All Time = 100% of the time.

Miss Couple = Miss 1 or 2 times.

Most Time = Miss 3 to 5 times.

Often = Miss 6 to 10 times.

Some Time = Miss more than 10 times but better than only once-a-while.

Once-a-while = Seldom occur, may just take place a few times over a long period of time.

Rarely = Very seldom or never occur.

N/A = Not applicable or do not know.

Rubrics for rating Employability

Yes = Definitely, 100% chance.

Very-likely = Very high chance to be hired, about 84% chance.

Very-possible = High chance to be hired, about 67% chance.

Possible = Possible to be hired, about 50% chance.

Maybe = Lower than possible to be hired, about 34% chance.

Not-likely = very unlikely to be hired, about 17% chance.

No = absolutely no chance to be hired. 0% chance.

Appendix D

PCC CULINARY ASSISTANT PROGRAM BEHAVIOR REVIEW

Fatal Violations: (Double the points)

(20)

(10)

(5)

	Needs Improvement	Improving	Improved
1. Using drugs and/or alcohol			
2. Stealing			
3. Sexual Harassment			
4. Fighting with other at work			
5. Talking abusively to others			
6. Talking back to authority			
7. No show at work			

At Works:

(6)

(4)

(2)

	Needs Improvement	Improving	Improved
1. Frequent absence			
2. Sleep on the job			
3. Late to work			
4. Late from breaks			
5. Leave or take breaks without permission			
6. Smoking at workstation			
7. Eating and/or nibbling when working with food			
8. Chewing gum when working with food			
9. Playing around at work			
10. Does not accept constructive criticism			
11. Does not admit mistake, makes excuse to cover it			
12. Complaining and whining			
13. Excessive talking			
14. Socializing			
15. Leaving workstation			
16. Doing personal projects and/or personal things			
17. Does not follow directions and/or instruction			
18. Does not complete tasks on time			
19. Appears idle			
20. Easily distracted or not focused			
21. Does not work when supervisor is away			
22. Does not want to do less preferable tasks			
23. Refuse to be a team player			
24. Does not offer help			

25. Bothering co-worker while working			
---------------------------------------	--	--	--

With Others:

(6)

(4)

(2)

	Needs Improvement	Improving	Improved
1. Respects boundaries			
2: Bosses coworkers			
3: Rude and/or unfriendly to others			
4: Lying and telling exaggerated stories			
5. Blaming other for mistakes			
6. Gossiping			
7. Too personal and/or asked personal questions			
8. Too critical			
9. Bragging			

Attitudes:

	Needs Improvement	Improving	Improved
1. Show respect			
2. Show interest at work			
3. Responds to constructive criticism			
4. Clock watching			

Appearance and Hygiene:

	Needs Improvement	Improving	Improved
1. Proper attire or observes dress code			
2. Does not keep fingernails trimmed and clean			
3. Body odor			
4. Clean appearance			
5. Hair			

Appendix E

Core outcome mapping:

Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

Mapping level indicators:

0: Not Applicable.

1: Limited demonstration or application of knowledge and skills.

2: Basic demonstration and application of knowledge and skills.

3: Demonstrated comprehension and is able to apply essential knowledge and skills.

4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills

2013 Culinary Assistant Program College Core Outcomes

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
HR 107	Culinary Assistant Program	1	1	1	1		1
HR 108	Culinary Assistant Program	2	1	2	2		2
HR 109	Culinary Assistant Program	2	2	2	2		2

2017 Culinary Assistant Program College Core Outcomes

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
HR 107	Culinary Assistant Program	1	1	1	1	0	1
HR 108	Culinary Assistant Program	2	1	2	2	1	2
HR 109	Culinary Assistant Program	2	2	2	2	1	2

Appendix F

Subject: Culinary Assistant

		Grades						Total
		A	B	C	F	I	W	
		%	%	%	%	%	%	
Course	Academic Year							
HR 107	2011-12	66.7	25.0	8.3	.	.	.	12
	2012-13	73.3	6.7	13.3	.	.	6.7	15
	2013-14	8.3	58.3	25.0	8.3	.	.	12
	2014-15	66.7	16.7	.	.	8.3	8.3	12
	2015-16	40.0	60.0	.	.	.	.	10
HR 108	2011-12	61.5	7.7	30.8	.	.	.	13
	2012-13	76.9	7.7	7.7	.	7.7	.	13
	2013-14	27.3	36.4	27.3	9.1	.	.	11
	2014-15	88.9	11.1	.	.	.	.	9
	2015-16	41.7	41.7	16.7	.	.	.	12
HR 109	2011-12	75.0	8.3	8.3	.	8.3	.	12
	2012-13	76.9	23.1	.	.	.	.	13
	2013-14	33.3	44.4	22.2	.	.	.	9
	2014-15	80.0	10.0	.	.	10.0	.	10
	2015-16	14.3	57.1	28.6	.	.	.	7

Appendix G



Culinary Assistant Training Program
 Chris Brady, Director
 PCC, Sylvania Campus
 12000 SW 49th Ave
 Portland, OR 97219

TRAINING SITE / CAMPUS

	Sylvania
	Rock Creek

	Southeast
	Cascade

Director	
Evaluation Date:	
Student's Name	
Term:	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer

Evaluation Scale

- 1 – Does Not Meet Expectations
- 2 – Met Expectations with Support
- 3 – Met Employer Expectations
- 4 – Exceeds Expectations

A. Attendance and Punctuality

		1. Meets attendance and promptness expectations
Yes	No	# of days missed during term (ten weeks): _____ # of days tardy: _____

Comments:

		2. Returns from breaks on time.
Yes	No	

Comments:

B. APPEARANCE & HYGEINE

			1. Dress code meets programs standards
1	2	3	

			2. Appropriately groomed, neat, and clean to program standards
1	2	3	

Comments:

C. INITIATIVE, MOTIVATION, AND ATTITUDE

				1. Shows initiative; Sees when something needs to get done and does it.
1	2	3	4	

Comments:

				2. Asks for help when needed.
1	2	3	4	

Comments:

				3. Strives for a job well done, has a sense of responsibility about work.
1	2	3	4	

Comments:

				Uses time effectively.
1	2	3	4	

Comments:

				Reacts appropriately to constructive criticism/ feedback. Accepts suggestions
1	2	3	4	

Comments:

				Behavior is appropriate for work.
1	2	3	4	

Comments:

				Is flexible and can adapt to work conditions.
1	2	3	4	

Comments:

				Works well with minimum supervision.
1	2	3	4	

Comments:

D. Productivity, Skill Level, and Job Performance

				Has appropriate knowledge and skills needed for job in large-scale cafeteria.
1	2	3	4	

Comments:

				Appropriate interaction with customers, co-workers, and supervisors.
1	2	3	4	

Comments:

				Student is focused on task and completes thoroughly and consistently.
1	2	3	4	

Comments:

				Completes tasks in a timely manner and an acceptable rate.
1	2	3	4	

Comments:

				Works well independently and does not require high supervision.
1	2	3	4	

Comments:

E. Physical Health, Coordination, and Stamina

				Is able to safely use a knife to complete food prep required.
1	2	3	4	

Comments:

				Has stamina for 5 hours of training, 5 days per week.
1	2	3	4	

Comments:

				Can rapidly lift 20 pounds.
1	2	3	4	

Comments:

F. Cognitive Skills

				Follows verbal and/or written directions accurately, including multi-step assignments.
1	2	3	4	

				Keeps busy, and looks for work to do.
1	2	3	4	

				Is able to problem solve without coaching.
1	2	3	4	

				Is aware of their surroundings (safety, other people)
1	2	3	4	

Recommended Short-term Job Coaching Needed:

	0-25%		25-50%		50-75%		75-100%
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Recommended Long-term Job Coaching Needed:

	0-25%	25-50%	50-75%	75-100%
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Overall Summary:

Appendix H

Advisory Committee Meeting Minutes

Portland Community College
Culinary Assistant Training Program
Advisory Committee Meeting Minutes:
December 14th, 8 am
Sylvania Campus, SS Building, Room 201

In Attendance:

Aaron Brownlee- OVRs, Washington County
Eric Stone- OVRs, Washington County
John Dull- Forest Grove School District
Nan Deane- Lake Oswego School District
Nicole Harris- Portland Public School District
Sarah Tillery- PCC, Dean of Social Sciences
Victor Cummings- Portland Public School District

Absent:

Daniel Krucke- Sylvania Cafeteria

Introductions-

- Plan on an hour meeting
 - Names, where you work, and title
 - Discussion of meeting format (CAP, SS- Greater PCC news, Round table about what's going on in each of your areas)
- a. Chris Brady talked about self quickly- CAP background
- I started September 2013, was here for about a year, about a year with OST, and 15 months back at CAP
 - Purpose of meeting:
 1. Run ideas and possible changes through you
 2. Be on the same page with things happening in each of our own disciplines
 3. Keep you up to date with events happening with CAP
 - Transfer from OST to SS
- c) Northwest Commission on Colleges and Universities- 7 year Accreditation Evaluation (Spring of 2015)
- How are program was structured and making things more clear
 - Course outcomes aligning content and activities and how they are assessable.
 - Credits for the program 15 to 13 per term
 - Certificate awarded
 - Embedded Instruction Dropped- Human Relations, Computation, and Communication

- Instructor Qualifications Changed- needed to be more clear

f) Application Review

- Why I created. Look over. Any recommendations? Behaviors I should be aware of?
- Ran out of time and going to move the rest of the agenda to June. Also, need to give more time so others can address their areas

g) Breakdown of Statistics

h) ABLE Act website pages - Will discuss in June

i) Culinary Assistant Training Graduation Ceremony/ Graduation

- Late May/ Early June

j) Additional Members- Employers

k) Program Review- Everybody come, bring a colleague, support the program - January 2018

Portland Community College
Culinary Assistant Training Program
Advisory Committee Meeting
Date & Time of Meeting: June 7th, 2017, 8 am
Location: Sylvania Campus, Social Science (SS) Building, Room 201

Advisory Committee Members:

Aaron Brownlee- OVRs, Washington County
Daniel Krucke- Sylvania Cafeteria
Eric Stone- OVRs, Washington County
John Dull- Forest Grove School District
Nan Deane- Lake Oswego School District
Nicole Harris- Portland Public School District
Sarah Tillery- PCC, Dean of Social Sciences
Victor Cummings- Portland Public School District

In Attendance

Nan Deane- Lake Oswego School District
Eric Stone- OVRs, Washington County
Victor Cummings- Portland Public School District

Absent

Aaron Brownlee- OVRs, Washington County
Daniel Krucke- Sylvania Cafeteria
John Dull- Forest Grove School District
Nicole Harris- Portland Public School District
Sarah Tillery- PCC, Dean of Social Sciences

Agenda

1) Introductions

New member - Nan Deane from Lake Oswego School District. Welcome!

Everyone introduced themselves, where they worked, and their title.

2) Culinary Assistant Program

a. Review Previous Advisory Meeting Minutes

Each member looked over the meeting minutes from December 14, 2016. All members agreed to approve the minutes. No nay's.

b. Achieving a Better Life Experience Act of 2014 (ABLE Act)/ Oregon Promise

Discussion around ABLE accounts. It's been brought up by a couple families interested in the CAP. ABLE account does cover educational expenses along with many other areas. Chris Brady has shared the following link: <http://www.oregon529network.com/about/oregon-able-savings-plan/>

Victor brought up Individual Development Accounts (IDA). He shared that he knew some students that are taking advantage of IDA's to pay for education and training. Link with a description of IDA:

https://en.wikipedia.org/wiki/Individual_Development_Account

- c. Culinary Assistant Training Completion Ceremony- June 13th
Everybody on the advisory committee is welcome to join. June 13th, Sylvania Campus, CC Building, Tree Rooms, 2-3pm. For the 2016-17 school year, 13 students entered the program and 11 graduated.
- d. Program Review- January 2018
Over summer Chris will be writing the program review for the CAP. Chris would like to have the written portion of the report complete before the school year begins at the end of September. Once the report is finished Chris will share the report with everyone who is part of the advisory committee. People can review, provide feedback and/or questions. A video will also be made to look at students that have completed the program and where they are working now. The video will also talk to employers. The video will be shown at the program review. Chris is also considering putting the video up on the PCC CAP website.
- e. Numbers for next year, Applications
10 students are scheduled to enter fall 2017. Usually 4-6 students submit applications over summer to enter the program in the fall. Chris expects somewhere between 12-15 student to enter the program. A lot has to do with what campus students are able to do their training.
- f. New assessment review & feedback
- g. Expanding program AT PCC for people with intellectual disabilities
- Think college PSU model?
 - More work training model?
 - Expanding to Rock Creek?
 - Visit Some Washington Community College Programs?
- Chris has talked with school districts, Voc Rehab offices, students, and families to discuss expanding opportunities for students with disabilities at PCC. Discussion around a "Think College" model at PCC has been discussed. A mix of academic work, employment, and campus life. The possibility of partnering with a school district, and a lot of discussion and dialogue amongst PCC departments and outside agencies was discussed. Chris would also like to visit some community colleges in Washington that have programs for people with disabilities (Highline College, and Community Colleges of Spokane).
Expanding the CAP to be more accessible to student on the west side was also discussed. Right now it's a long trip to Sylvania for students who live in parts of Beaverton, Hillsboro, Forest Grove and parts of Columbia County. The option of having class at Rock Creek and having students do their training on RC campus was discussed. Currently, some students do their training at RC but have to come to SY for morning class. One option would be to have class for students at RC on MON and WED from 1-2pm and SY would have class TUES and THURS from 8-9am. This change would affect credits because it is a change to instruction and training time per term. Revisions would have to be made through degree and certificates committee, and changes would have to be made to the catalog which this process could take a year to complete.*

Ran out of time. Was not able to share the rest of the information and other individuals were not able to share what was going on in their field/ discipline. Make next meeting an hour and a half, and if you have to leave early that is okay?

- 3) PCC Updates- Dean of Social Sciences Sarah Tillery
 - a. CAP Moving to New Division- New Dean
 - b. Construction/ Classroom availability

- 4) Reports
 - a. Transition Specialist
 - b. YTP
 - c. Cafeteria Management
 - d. OVRs

Schedule for next advisory meeting? December? Same location and time?

Next Advisory Meeting: December 13th, 8-9:30am, Sylvania Campus, SS Building, Room 201.

Portland Community College
Culinary Assistant Training Program
Advisory Committee Meeting
Date & Time of Meeting: December 13th, 2017, 8 am
Location: Sylvania Campus, Social Science (SS) Building, Room 201

Advisory Committee Members:

Eric Stone- OVRs, Washington County
John Dull- Forest Grove School District
Nan Deane- Lake Oswego School District
Tanya Batazhan- PCC, Interim Dean of Math and College Success
Victor Cummings- Portland Public School District

In Attendance

Eric Stone- OVRs, Washington County
John Dull- Forest Grove School District
Nan Deane- Lake Oswego School District
Chris Brady- Coordinator of CAP
Victor Cummings- Portland Public School District

Not in Attendance

Tanya Batazhan- PCC, Interim Dean of Math and College Success

Agenda

1) Introductions

- New member - Tanya Batazhan, Interim Dean of Math and College Success
- Nicole Harris took a new role at PPS. No longer part of the CAP advisory
- Aaron Brownlee transferred to Salem office
- YTP Specialist? Cafeteria staff?

Some discussion around additional members that could be part of the advisory committee. Sylvania cafeteria currently does not have a manager, so things are on hold there. Representation from Multnomah County OVRs would be good. Eric also had a person from Washington County OVRs that is responsible for going into school districts and connecting... Would be a good person.

2) Culinary Assistant Program

- a. Review Previous Advisory Meeting Minutes
Committee reviewed notes and approved. No "nays".
- b. Completion ceremony
- c. Achieving a Better Life Experience Act of 2014 (ABLE Act)/ Oregon Promise
Nothing new with ABLE or Oregon Promise accounts. Still both viable options for CAP students. Nan mentions the timeline for Oregon Promise Grant is not ideal for supporting her students. Much of the work and connecting with students has to be done over summer when she is not in contact with her students.
- d. Program Review- January 2018
 1. Report
 2. Presentation
- e. Numbers for this year, Applications

- f. Expanding program at PCC for people with intellectual disabilities.
 - Adding a casual for outside training/ placement?
 - Think college PSU model?
 - More work training model?

Much discussion was given to what other "Think College" programs look like, especially the newly developed Portland State University program. Victor is involved with PSU Think College program- He discussed their newly developed certificate (community and career?), there numbers, cost, and how the program is structured (employment, classroom, campus involvement (clubs, sport, etc.)) Discussion around what worked for Students: "Roots" program. Many SPED students were able to keep a consistent person to check in with and help them navigate the PCC system. Future Connect?

- Expanding to Rock Creek?

Idea of video conferencing classroom instruction was discussed. John: It's appealing especially for student as far out as his students in Forest Grove where transportation is an issue. Some concerns: Would students not get as much out of the classroom instruction if it was through video conference? Chris Brady likes to be able to check in with students, in-person each morning.

- Visit Some Washington Community College Programs?

g. 4 minute video describing program. Quote was \$3,000 from PCC multimedia program This will be a project for after the program review. Funding will have to get approved.

3) PCC Updates- Dean of Social Sciences Tanya Batazhan

- a. Moved from Social Science Department to Math and College Success Division
- b. Construction/ Classroom availability

4) Reports

- a. Transition Specialist
- b. YTP

SB-20 legislature was supposed to take effect fall 2018. This would end transition services for special education students after they receive a modified diploma. Sounds like that is on hold for now. PPS CTP program will be going down to Salem in the spring to protest/ talk with legislature about the profound impact this would have.

- c. Cafeteria Management
- d. OVRs

Appendix I



**Portland
Community
College**

**PCC CULINARY ASSISTANT PROGRAM &
OCCUPATIONAL OPTIONS
APPLICATION FORM**

christopher.brady@pcc.edu • Phone 971-722-4305 • Fax 971-722-4959

DATE: _____ DOB: _____ GENDER: M _____ F _____

EXPECTED TERM OF ENROLLMENT: _____

NAME: (LAST) _____ (FIRST) _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

PHONE: (HOME) _____ (CELLULAR) _____

EMAIL: _____ FAX: _____

FOOD HANDLER'S CARD: NO ___ YES ___ EXPIRATION DATE _____

INFORMATION ON HIGH SCHOOL ATTENDED:

NAME AND LOCATION OF SCHOOL: _____

DIPLOMA: NO ___ REGULAR ___ MODIFIED ___ CERTIFICATE ___ YEAR RECEIVED _____

RESOURCES SUPPORTING YOUR EDUCATIONAL PLANS (OTHER THAN SELF):

GUARDIAN'S NAME: (If SELF, PLEASE WRITE "SELF") _____

PHONE AND EMAIL: _____

PERSONAL AGENT: _____

PHONE AND EMAIL: _____

VOCATIONAL REHABILITATION COUNSELOR: _____

PHONE AND EMAIL: _____

CASE MANAGER/TRANSITION SPECIALIST: _____

PHONE AND EMAIL: _____

DOCUMENTATION OF DISABILITY MUST BE IN CHRIS BRADY'S FILE BEFORE STUDENT CAN BE REGISTERED FOR CLASS.

Page 1 of 2

VOCATIONAL EXPERIENCE (PAID OR UNPAID, LIST MOST RECENT JOB FIRST):

EMPLOYER 1: _____ JOB DESCRIPTION: _____

ADDRESS: _____

SUPERVISOR: _____ PHONE: _____

JOB STARTED DATE: _____ ENDED: _____ HR/WK: ____ WAGE (IF ANY): _____

EMPLOYER 2: _____ JOB DESCRIPTION: _____

ADDRESS: _____

SUPERVISOR: _____ PHONE: _____

JOB STARTED DATE: _____ ENDED: _____ HR/WK: ____ WAGE (IF ANY): _____

EMPLOYER 3: _____ JOB DESCRIPTION: _____

ADDRESS: _____

SUPERVISOR: _____ PHONE: _____

JOB STARTED DATE: _____ ENDED: _____ HR/WK: ____ WAGE (IF ANY): _____

REFERENCES (PEOPLE OTHER THAN YOUR FAMILY. EX: SOMEONE YOU WORKED OR VOLUNTEERED WITH, JOB COACH, TEACHER, COUNSELOR, OR TRANSITION SPECIALIST).

REFERENCE 1: _____ CONTACT #: _____

HOW YOU KNOW THIS PERSON: _____

REFERENCE 2: _____ CONTACT #: _____

HOW YOU KNOW THIS PERSON: _____

REFERENCE 3: _____ CONTACT #: _____

HOW YOU KNOW THIS PERSON: _____

DISABILITY INFORMATION:

TYPE(S) OF DISABILITY: _____

DOCUMENTATION AVAILABLE: NO ____ YES ____

Appendix J

Job Placement Data For CAP the last 15 Years

	2011-2016	2006-2011	2001- 2006
Working in a Paid Job	61.1%	60.8%	59.7%
Volunteer/ Further Job Training	14.8%	8.1%	9.1
Engaged in Studying/ Training	3.2%	4.1%	11.7%
No Response	20.9%	27%	19.5%