

PORTLAND COMMUNITY COLLEGE

CULINARY ASSISTANT PROGRAM

PROGRAM REVIEW

FINAL REPORT

PREPARED BY

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PROGRAM COORDINATOR

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CULINARY ASSISTANT PROGRAM REVIEW
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PROGRAM DESCRIPTION

The Culinary Assistant Training Program (CAT) is a unique three-term certificate program specifically designed to train cognitively challenged individuals and persons with various special needs who have significant barriers in competitive employment to develop job-related skills, knowledge, and work habits appropriate to perform basic entry-level service occupations. Using PCC Foodservice and the cafeterias on campus as training sites, the Program is able to provide hands-on training opportunities to individuals of different ages, genders, races, cultures, economic standings, and mental and physical ability levels.

The Program bears a mission that is closely aligned with PCC's, which is "provides education and training in an atmosphere that encourages the full realization of each individual's potential". It values the potential and determination of each individual, the power of effective teaching and team influencing, as well as the importance of personal growth.

The core outcomes of the Program aim to help our students to reach their common goals: 1) better themselves in employability; 2) learn and improve upon job-success or soft skills so they can keep and do well on the job once they gain employment; 3) take steps towards successful independent living. The curriculum and training of the Program is based on the strategic philosophy that our students could be competitive and outstanding in employment if they show their strength in job-success skills.

Students of the Program have to take 15 credits per term. Upon successful completion of the required 45 credits (sequential courses HR107, HR108 and HR109), students should be familiar with entry-level skills and knowledge, demonstrate appropriate behaviors at work, and be able to serve the public with positive attitude and work ethic. They will receive a Certificate of Completion from the College. However, the students have to pass a test on food safety to obtain a Food Handler's Certificate before working on food preparation or handling food.

Students in the CAT Program learn through classroom instruction and hands-on training, they are assessed both in class and at the job-training site. Assessment will be based on class participation, test results, attendance, punctuality, behavior awareness, and work-skill evaluation. While take-home academic assignment is minimal, students are expected to demonstrate and practice what they have learned at their work place.

PROGRAM QUALIFICATIONS AND REQUIREMENTS

The basic qualifications for students to attend the CAT Program are:

- Must be 18 years of age or older.
- Have a documented disability.

Competence evaluation tests, such as S.A.T. and College Asset/Compass Test are not required. High School Diploma or GED is not a prerequisite for the Program, however almost all the students in the program possess a modified High School Diploma. Food Handler's Certificate is not necessary for the program entrance, but students are required to pass the test for food handling and food safety to acquire the FHC within the first term.

In addition to the above basic qualifications:

- Students must demonstrate their determination to learn, as well as to develop the skills and behaviors for being successful in competitive employment.
- Must have a genuine interest in working with food or working in food establishments.
- Must be able to work semi-independently throughout the day of work.

The Program Coordinator will conduct tours and interviews; evaluate school and vocational records before accepting students into the Program. (See Appendix A)

STUDENTS IN THE CULINARY ASSISTANT PROGRAM

Who Attends

Since the CAT Program is specifically for students with documented disabilities, most of our students are from the special education programs of their high school districts. They all have been diagnosed with one or more disabling conditions, such as developmental delays caused by mental retardation, cognitive disorder, autism, Asperger's disorder and Down syndrome, learning disability, dyslexia, speech disorder, communication impairment, social/interpersonal disability, emotional disorder, depressive disorder, as well as attention deficit disorder and attention deficit hyperactivity disorder. Head trauma, hearing impairment, vision impairment are also common among our student population. In addition, many symptoms associated with the disability conditions or medication side effects, such as

depression, anger, withdrawal, asthma, epilepsy, seizure, nosebleed and insomnia might also appear as challenges among our students.

Although they might have received a modified diploma from their high school, their academic performance usually is noticeably lagged behind their high school peer groups. Their intelligence quotient score might be well below average and their self-esteem is usually lower than normal. Many might have behavioral and attitude issues that affect their employability.

Student Count* (in the last 5 school years)

	Y04-05	Y03-04	Y02-03	Y01-02	Y00-01	Total
Fall Term	15	12	15	14	0	56
Winter Term	14	11	15	12	6	58
Spring Term	n/a	12	14	15	4	45
Summer term	n/a	1	2	0	2	5
<hr/>						
Total:	29	36	46	41	12	164

*Number of students in the program has been influenced by many factors that affect the availability of the training positions, such as number of students graduated from the Program being hired by the PCC Food Service Department; and the turnover of the Foodservice Staffs (availability of experienced trainers); and the termination of the OSD Café training site at the Southeast Center after Y02-03.

Statistics on Ages (for the last 5 years, between Y00-01 and Y04-05)

Age	18 - 19	43%
	20 - 24	49%
	25 - 29	3%
	30 - 34	3%
	35 - 40	2%
	Over 40	0%

Ethnic Background (for the last 5 years, between Y00-01 and Y04-05)

Caucasian	82%
Asian/Pacific Islander	9%
African American	6%
Native Indian/Alaskan Native	3%
Others	0%

Gender (for the last 5 years, between Y00-01 and Y04-05)

Male	60%
Female	40%

School Districts Referring Students (last 5 years, Y00-01 to Y04-05)

Portland School District (Portland Public Schools)	22.5%
Beaverton School District	22.5%
Lake Oswego School District	7.5%
North Clackamas School District	7.5%
West Linn – Wilsonville School District	6.0%
Parkrose School District	6.0%
Tigard – Tualatin School District	4.5%
Hillsboro School District	4.5%
Forest Grove School District	4.5%
Centennial School District	1.5%
Gladstone School District	1.5%
Oregon City School District	1.5%
Newberg School District	1.5%
Others (home school, out-of-state schools, college transfer)	8.5%

51% of total students came from the west side of Portland metropolitan and vicinity areas (Beaverton, Lake Oswego, West Linn-Wilsonville, Tigard-Tualatin, Hillsboro, Forest Grove, and Newberg School Districts). 40.5% from the east region (North Clackamas, Parkrose, Centennial, Gladstone, Oregon City, and Portland Public School Districts).

Stakeholders Supporting Students in Program

Training in the CAT Program is usually set up as part of an overall Individual Education Plan (IEP) laid out by the students' high school vocational transition specialists or work experience coordinators. However, the counselors of State Office of Vocational Rehabilitation Services, County Developmental Disabilities Services or independent training agencies also might recommend their clients to receive the Culinary Assistant Training as part of their long term Individual Vocational or Training Plan (IVP or ITP). Usually, these third party agents would prescreen students before sending them to the Program.

Student Record on Program Completion (Last 5 years)

	Y05-04	Y04-03	Y03-02	Y02-01	Y01-00
%-age of students completed the program	-	86%	76%	81%	50%
%-age of students completed 2 terms only	-	7%	18%	13%	17%
%-age of students completed 1 term only	-	7%	6%	0%	33%
%-age of drop-outs within the 1 st term	-	0%	0%	6%	0%

Reasons for Students Unable to Complete Program

Family Issues	33%
Got a paid job	25%
Financial Issues	17%
Health problems	17%
Moved Away (Out of State)	8%

Student Record on Employment Three Months After Completing Program

	Y05-04	Y04-03	Y03-02	Y02-01	Y01-00
Working on paid jobs	-	58%	59%	56%	50%
Working on non-paid jobs	-	8%	12%	12%	33%
Enrolling in advanced programs/training	-	17%	12%	20%	0%
Unemployed	-	0%	5%	0%	0%
Unknown (no responses)	-	17%	12%	12%	17%

INTENDED OUTCOMES FOR THE PROGRAM

The Themes, Concepts and Issues of the Courses Taught in The Program

- Become skillful with job skills.
- Learn the job-success/soft skills necessary for employment retention.
- Learn specific job-related knowledge, such as food safety.
- Understand the importance of professionalism, positive attitude and work ethics.
- Practice work-related communication and team playing.
- Learn the concept of being a good employee.
- Learn job-readiness skills and be job-ready.

The Intended Outcomes for the Program

Students who successfully completed the CAT Program should be able to:

- Work effectively as a Food Service Assistant to perform at least three jobs in various areas, such as food preparation, food/customer serving, storekeeping, food area maintaining, or dishwashing.
- Fully understand and apply the learned specific job-related knowledge, such as food safety, on-the-job safety, teamwork, money handling, disciplinary action and work evaluation at workplace.
- Be familiar with job readiness issues, such as job search techniques, job applications, resume writing and job interviewing techniques.
- Use the learned job-readiness skills to find a job.
- Master and display job success/soft skills, such as professionalism, proper social skills, positive attitudes, good work habits, and appropriate workplace behaviors.
- Use the learned skills to retain employment.

(See Appendix B)

METHODOLOGIES USED IN FACILITATING LEARNING

The CAT Program courses are conducted in two basic formats: a) classroom instruction that provide students with general and job-related knowledge, with focuses on

developing skills such as work-related communication, customer service, and job-search techniques. Handling food safely and food safety regulations are also subjects of special attention; b) on-the-job training at assigned training sites, where the students could learn through repetitive learning and practicing, trial-error-correction, observation and modeling, simulative learning, and role-playing models.

Program outcome is assessed based on six areas: 1) attendance; 2) punctuality; 3) work-related skills and habits; 4) workplace behaviors; 5) classroom activities and performance; and 6) employability. The attendance and punctuality that reflect students' attitude and professionalism are recorded and counted. The students' 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 based on class participation, class assignments, tests and examinations on specific job-related knowledge. (See Appendix C)

The students' assessments, along with the student vocational plans and job market issues, will be utilized to strengthen the program curriculum in order to provide an individualized training program for each student. Student training will be emphasized and customized according to the strength of a particular student, for example, a main focus in storeroom training would be assigned for a student who has good mathematics and reading skill, who is physically strong and interested in inventory control and handling.

For two years, Y01-02 and Y02-03, a few students in the program were able to experience a unique training opportunity. The CAT Program had established a pilot experimental training site at the old PCC Southeast Center to train students to learn high-level skills such as making espresso coffee, cashiering, balancing the till, merchandising, inventory control, ordering, stocking, bookkeeping and direct customer services. The students were allowed to run a food operation, the OSD Café, as if they were the owners. They could taste the sense of ownership of a business. They learned to work independently as well as a team to run the daily operation. They were held responsible for the business. After two years of successful operation, the OSD Café project was terminated due to the relocation of the PCC Southeast Center to a new campus site after the spring term of year 2003.

FUTURE PLANS AND DEVELOPMENTS

More than 80% of our students are funded by organizations, such as the Oregon Office of Vocational Rehabilitation Services, County Developmental Disabilities Services, public school districts and independent training agencies, to receive training at the CAT Program. The Program has maintained a close working relationship with the above-mentioned organizations and the local businesses. Input and feedback from these parties would greatly influence the outcomes of the Program.

Recently, focus groups of State Vocational Rehabilitation Counselor, PCC Rehabilitation Guidance Counselor, Education Service District Vocational Specialist, High School District Transition Specialist, Food Manager, former/graduated students and currently attending students from the Program had met and provided valuable suggestions that may sharpen the future of the CAT Program. Their suggestions are: (1) increase involvement in job development and job follow-up; (2) allow student to attend program for more than 3 terms; (3) expand the size of the program to enroll more students; (4) provide training in other occupational areas, such as food catering, custodial services and recycling;

To be more involved with the students' job development and job follow-up, the Program Coordinator will increase the level of networking and communication with the students' IEP/IVP (Individual Educational/Vocational Plan) Planner, Vocational Counselor, as well as the Job Developer. Through adequate communication and networking efforts, the chance for students to get and retain job will improve. Also, close contact with local businesses might allow the Program Coordinator to stay current with the job market needs.

Although allowing students to attend program for more terms may be not feasible at this time, extra curriculums have been developed to assist the students who are capable to further their studies to become professional chefs or food supervisors as they advance to the professional cooking schools. Lately, the Program is considering providing basic custodial training to students who might be interested in this occupation. In addition, since the termination of the OSD Café, the Program has been diligently seeking additional job sites that could offer similar high-level skill training to benefit our higher functioning students.

APPENDIX A

PORTLAND COMMUNITY COLLEGE

CULINARY ASSISTANT PROGRAM

The Culinary Assistant Training Program is a unique three-term program specifically designed to train cognitive challenged individuals or individuals with special need who have significant barriers in competitive employment. This program helps them to develop job-related skills; knowledge and work habits appropriate to perform basic entry-level service occupations. Upon successful completion of the required 45 credits, students will receive a Certificate of Completion. They should be familiar with entry-level skills and knowledge, demonstrate appropriate behaviors at work, and be able to serve the public with positive attitude and work ethic.

Students will learn through classroom instruction and hands-on training. The primary training site for a student is the foodservice cafeteria on Sylvania Campus; however, the cafeterias on Cascade, Southeast and Rock Creek campuses are also available for training.

Typical students attending this program are students

- With mild to moderate developmental, emotional or psychiatric challenges.
- Have limited work experience and may encounter significant barriers in competitive employment.
- Would not be able to take regular PCC classes due to limited reading and writing skills.

Vocational training is provided in the following areas:

- Food preparing: hot food, salads, bakery, sandwiches, pizza, bento, sushi and hot dogs.
- Food serving: grill items, hot food, pizza, oriental food, and hot dogs.
- Food area maintenance: condiments, salad bar.
- Storekeeping: restocking storeroom and refrigerated items.
- Refilling napkins, dinnerware, cups and lids, etc.
- Dishwashing and cleaning: pots and pans.
- Housekeeping: cleaning counters and bussing tables.

Students will have at least two 1-hour classroom sessions per week that cover:

- Functioning, coping and social skills at work.
- Positive attitude and professionalism.
- Good work ethics and habits.
- Work place behavior management.
- Food safety and on-the-job safety.
- Boundary and personal space.
- Communication at work and customer service skills.
- Life and job retention skills.
- Interviewing techniques and job applications.

The entrance requirements for this program are:

- Students must have a documented disability and be 18 years of age or older.
- Students must have a genuine interest in developing the skills and behaviors necessary to be successful in competitive employment and must be able to work semi-independently throughout the day.
- Students must have the willingness to learn and improve.

Applications are accepted upon the availability of training positions at the beginning of every regular school term. An interview and evaluation of school and vocational records by the Program Coordinator will determine acceptance. For further information, please contact Lee Fan, the Program Coordinator, at (503) 977-4305.

APPENDIX B

Course Content and Outcome Guide

Date: February 18, 2005

Prepared by: Lee Fan

Course Number: HR 107

Course Title: Culinary Assistant Training

Credit Hours: 15

Lecture Hours Per Week: 2

Lecture/Lab Hours per Week: 0

Lab Hours per Week: 28

Number of Weeks: 12

Special Fee: None

Course Description for Publication:

Unique course specifically designed for students with disabilities who have significant barriers in getting competitive employment to acquire job-related skills and knowledge to perform basic entry-level positions in food operations or other occupations as available. This course helps students to develop positive attitude, good work habits and appropriate behaviors necessary to maintain employment.

Prerequisites: Enrollment in course is limited to those officially accepted into the Culinary Assistant Program.

Addendum to Description:

Students could 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.

Students learn through classroom instruction and hands-on skill training. Classroom sessions focus on developing work-related communications and social skills, food safety, on-the-job safety, as well as job-success skills. The program coordinator provides individualized training and assistance in maintaining positive work habits.

Course Activities and Design:

Students receive hands-on training in the PCC Foodservices cafeteria on-campus. They work with skillful foodservice staff to learn specific job skills in their work areas. The students, with input from the program coordinator, select one or more job-training areas out of the following choices: food preparation (hot food, salad, bakery, sandwich, pizza, bento/oriental food, sushi and hot dog); food/customer serving; storekeeping; food area maintaining; and dishwashing. Child-care, custodial service or clerical assisting training may sometimes be available. Students complete assigned tasks performed as their personal ability allows. Students spend two hours per week in classroom activities.

Intended Outcomes for the Course:

Students who successfully completed HR 107 will be able to:

- Work effectively with food operation staff to perform one or two jobs in various areas, such as food preparation, food/customer serving, storekeeping, food area maintaining, or dishwashing.
- Demonstrate job-success/soft skills, such as professionalism, proper social skills, positive attitudes, good work habits, and appropriate workplace behaviors.
- Be familiar with specific job-related knowledge, such as food safety, on-the-job safety, teamwork, disciplinary action and work evaluation.

Outcome Assessment Strategies:

Assessment is based on 6 areas:

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

Attendance and punctuality that reflect students' attitude and professionalism are recorded and counted. The students' 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 assignment, tests and examinations on specific job-related knowledge.

Themes, Concepts and Issues:

- Learn and become skillful with job skills.
- Learn the job-success/soft skills necessary for employment retention.
- Learn specific job-related knowledge to be more knowledgeable.
- Understand the importance of professionalism, positive attitude and work ethics.
- Practice work-related communication and team playing.
- Learn the concept of being a good employee.

Competencies and Skills:

- Assist the staff trainers to complete assigned jobs in training area.
- Able to adapt to job-success skills (such as social skills, professionalism, etc.)
- Familiar with specific job-related knowledge (such as food safety, workplace safety).
- Demonstrate professionalism, positive attitude and good work ethics at work-site.
- Practice communication and following instruction skills by using effective listening.
- Identify the elements of being a good employee.

Course Content and Outcome Guide

Date: February 18, 2005

Prepared by: Lee Fan

Course Number: HR 108

Course Title: Culinary Assistant Training

Credit Hours: 15

Lecture Hours Per Week: 2

Lecture/Lab Hours per Week: 0

Lab Hours per Week: 28

Number of Weeks: 12

Special Fee: None

Course Description for Publication:

Unique course specifically designed for students with disabilities who have significant barriers in getting competitive employment to acquire job-related skills and knowledge to perform basic entry-level positions in food operations or other occupations as available. This course helps students to develop positive attitude, good work habits and appropriate behaviors necessary to maintain employment.

Prerequisites: HR 107

Addendum to 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. Students learn through classroom instruction and hands-on skill training. Classroom sessions focus on developing work-related communications and social skills, food safety, on-the-job safety and job-success skills. The program coordinator provides individualized training and assistance in maintaining positive work habits.

Course Activities and Design:

Students receive hands-on training in the PCC Foodservices cafeteria on-campus. They work with skillful foodservice staff to learn specific job skills in their work areas. The students, with input from the program coordinator, select one or more job-training areas out of the following choices: food preparation (hot food, salad, bakery, sandwich, pizza, bento/oriental food, sushi and hot dog); food/customer serving; storekeeping; food area maintaining; and dishwashing. Child-care, custodial service or clerical assisting training may sometimes be available. Students complete assigned tasks performed as their personal ability allows. Students spend two hours per week in classroom activities.

Intended Outcomes for the Course:

HR 108 is a progressive course following the completion of HR 107. Students who successfully completed HR 108 should be able to:

- Work effectively with food operation staff to perform two or more jobs in various areas, such as food preparation, food/customer serving, storekeeping, food area maintaining, or dishwashing.
- Demonstrate increased level of job-success/soft skills (professionalism, proper social skills, positive attitudes, good work habits, and appropriate workplace behaviors).
- Show increased understanding of specific job-related knowledge (food safety, on-the-job safety, teamwork, disciplinary action and work evaluation).

Outcome Assessment Strategies:

Assessment is based on 6 areas:

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

Attendance and punctuality that reflect students' attitude and professionalism are recorded and counted. The students' 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 assignment, tests and examinations on specific job-related knowledge.

Themes, Concepts and Issues:

- Learn and become skillful with job skills.
- Learn the job-success/soft skills necessary for employment retention.
- Learn specific job-related knowledge to be more knowledgeable.
- Understand the importance of professionalism, positive attitude and work ethics.
- Practice work-related communication and team playing.
- Learn the concept of being a good employee.

Competencies and Skills:

- Assist the staff trainers to complete assigned jobs in training area.
- Able to work semi-independently.
- Able to adapt to job-success skills (such as social skills, professionalism, etc.)
- Familiar with specific job-related knowledge (such as food safety, workplace safety).
- Demonstrate professionalism, positive attitude and good work ethics at work-site.
- Practice communication and following instruction skills by using effective listening.
- Improve self to be a good employee.

Course Content and Outcome Guide

Date: February 18, 2005

Prepared by: Lee Fan

Course Number: HR 109

Course Title: Culinary Assistant Training

Credit Hours: 15

Lecture Hours Per Week: 2

Lecture/Lab Hours per Week: 0

Lab Hours per Week: 28

Number of Weeks: 12

Special Fee: None

Course Description for Publication:

Unique course specifically designed for students with disabilities who have significant barriers in getting competitive employment to acquire job-related skills and knowledge to perform basic entry-level positions in food operations or other occupations as available. This course helps students to develop positive attitude, good work habits and appropriate behaviors necessary to maintain employment.

Prerequisites: HR 107 and HR 108

Addendum to 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.

Students learn through classroom instruction and hands-on skill training. Classroom sessions focus on developing work-related communications and social skills, food safety, on-the-job safety, job-success skills, as well as job-readiness skills. The program coordinator provides individualized training and assistance in maintaining positive work habits.

Course Activities and Design:

Students receive hands-on training in the PCC Foodservices cafeteria on-campus. They work with skillful foodservice staff to learn specific job skills in their work areas. The students, with input from the program coordinator, select one or more job-training areas out of the following choices: food preparation (hot food, salad, bakery, sandwich, pizza, bento/oriental food, sushi and hot dog); food/customer serving; storekeeping; food area maintaining; and dishwashing. Child-care, custodial service or clerical assisting training may sometimes be available. Students complete assigned tasks performed as their personal ability allows. Students spend two hours per week in classroom activities.

Intended Outcomes for the Course:

HR 109 is a progressive course following the completion of HR 107 and HR 108. Students who successfully completed HR 109 should be able to:

- Model for fellow students in lower level courses, HR 107 and 108.
- Work effectively with food operation staff to perform at least three or more jobs in various areas, such as food preparation, food/customer serving, storekeeping, food area maintaining, or dishwashing.
- Fully understand and apply the learned specific job-related knowledge, such as food safety, on-the-job safety, teamwork, money handling, disciplinary action and work evaluation, at workplace.
- Be familiar with job readiness issues, such as job search techniques, job applications, resume writing and job interviewing techniques. Able to use the learned job-readiness skills to find a job.
- Master and display job-success/soft skills, such as professionalism, proper social skills, positive attitudes, good work habits, and appropriate workplace behavior. Use the learned skills to maintain employment once they get one.

Outcome Assessment Strategies:

Assessment is based on 6 areas:

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

Attendance and punctuality that reflect students' attitude and professionalism are recorded and counted. The students' 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 assignment, tests and examinations on specific job-related knowledge.

Themes, Concepts and Issues:

- Learn and become skillful with job skills.
- Learn the job-success/soft skills necessary for employment retention.
- Learn specific job-related knowledge to be more knowledgeable.
- Understand the importance of professionalism, positive attitude and work ethics.
- Practice work-related communication and team playing.
- Learn the concept of being a good employee.
- Learn job-readiness skills and be job-ready.

Competencies and Skills:

- Assist the staff trainers to complete assigned jobs in training area.
- Able to work independently most of the time.
- Able to adapt to job-success skills (such as social skills, professionalism, etc.)
- Familiar with specific job-related knowledge (money handling, food safety, etc.)
- Demonstrate professionalism, positive attitude and good work ethics at workplace.

- Practice communication and following instruction skills by using effective listening.
- Present self as good employee.
- Be job-ready and working to get a job.

APPENDIX C

(SAMPLE GRADE REPORT)

PCC CULINARY ASSISTANT TRAINING PROGRAM

GRADES

School Term : Winter 2005 (CRN 14800)

Student Name : Jane Doe

Instructor : Lee Fan

- Area 1 : Attendance A
- Area 2 : Punctuality A
- Area 3 : General Work Evaluation ** A
- Area 4 : Class grades A
- Area 5 : Work Behavior Evaluation ** A

FINAL SCORE 5.0

FINAL GRADE A

** Employability : 100% = A

Work Skill Score: 260 = A

Behavior Score : -0 = A

