

Administrative Response to Program Review Culinary Assistant Program (CAP) February 2018

On February 2, 2018, the Culinary Assistant Program (CAP) presented their Program Review findings to an audience of PCC administrators, community stakeholders, and others with an interest in the discipline. The presentation provided history and context, while highlighting the needs and current state of the program.

This Administrative Response will: A) note particular highlights of the Culinary Assistant program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- As a result of the program review, we acknowledge the Culinary Assistant Program as a comprehensive program offering many benefits to students with disabilities, including:
 - Attainment of a Less-than-One-Year Certificate of Completion.
 - Training preparation for students that results in skills necessary to receive an entry level job in the food industry (e.g., 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).
 - Strong, successful job placement following program participation.
- Active collaboration and engagement with external stakeholders, as evidenced by community presence at the program review presentation.
- Successful comprehensive review, with support of the division dean and the Curriculum Office, to review and revise the course outcomes, embedded related instruction, and instructor qualifications.
- Effective expansion of the program beyond the Sylvania cafeteria to include the Rock Creek, Cascade, and Southeast Campus cafeterias.
- Extremely high completion rates and successful retention of students.
- Engagement in PCC established learning assessment practices, utilizing the knowledge and resources of the learning assessment coaches to better align outcomes.

- Efforts to increase the accessibility and affordability of the program through CAP SAC analysis of the instructional and training time of the program leading to a reduction in credits from 15 to 13 per term.
- CAP participation in outreach efforts such as local job fairs and site visits.
- Outstanding contributions made by the single staff/instructor/coordinator for the CAP, Chris Brady. Chris, we recognize the many hats you wear in order to keep this program afloat and the great attention and care you offer to our students. Thank you for all of your good work.

Observations and Recommendations

- We hope you will continue to pursue, where capacity exists, expanding internships beyond the PCC Cafeterias. As mentioned in your last program review response, we recognize that growing, maintaining, and supervising internships takes staffing and resources. In a time when we do not anticipate additional resources, we'd like to encourage exploration of out-of-the-box alternatives (e.g., cooperative education, grants, community partnerships, etc.). These creative solutions might result in additional curricular shifts and would take significant administrative support, so we encourage you to work closely with your Division Dean to brainstorm options.
- We suspect that there are some stakeholders within the PCC system who are unaware that CAP exists and may be working with students with a modified diploma who would be well suited for this program. We encourage you to reach out to advisors and Career Exploration Center coordinators to advertise your program and bring their attention to CAP's eligibility for federal financial aid benefits for students with modified diplomas.
- The results of assessment of student learning were minimally described in the Program Review, and the data offered (students completing the program) speak only to the ultimate goal of the program, not the individual outcomes. However, there is a clear connection between your assessment tools and successful completion of the program. You also appear to be assessing students in an regular and systematic manner. We believe that with just a bit of additional organization, the work you are currently doing to assess students' skills, knowledge, and behaviors can be leveraged to provide specific more specific and nuanced evidence of students are meeting the outcomes of the program, and can meaningfully inform

teaching and learning. The model developed by the Auto Collision Repair program may be useful in adaptation to your program.

- We appreciate the thoughtful changes made during the 2015-16 academic year resulting in increased classroom instruction in all three courses from 2 hours per week to 5 hours per week. In the spirit of ongoing assessment, we hope you will close the loop and reassess whether this shift did indeed improve course outcomes.
- In your program review, you explained that the “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.” We’d like to recommend working with your Division Dean and learning assessment coach to explore whether there are ways to bring in the PCC Core Outcomes, that can be tailored to the student experience and readiness level.

We are pleased with the ways you have continued to provide thoughtful, empowering, support to this program and its students. The program has seen some transitions since the last program review and we appreciate that program staff has maintained steady support throughout these transitions. We urge you to continue to keep up the great work.

Administrative Response to Recommendations

SAC Related Recommendations

The SAC is going to look into the possibility of the classroom portion of the program being offered via video conferencing.

Given the traffic and travel challenges for our students, we are very supportive of this effort. We appreciate your commitment to prioritizing access and student success.

Resources Related Recommendations

The SAC consists of one academic professional. It would be great for the CAP students to partner with community businesses. Hiring a job coach to help with outside placements and training would be a big benefit to the program.

Please work with your Division Dean to explore the feasibility of this resource request. In addition, we hope you will seek support and explore possible partnerships with the Jobs & Internships Office in meeting this need.

Working with Media Productions to Develop a Video for the CAP Website

We are in support of this idea as it would highlight the program offerings and serve as a recruitment tool. Please work with your Division Dean and Dean of Instruction to explore funding options.

Closing

In closing, we want to thank you for sharing the results of your program review with us. We enjoyed learning more about the program, its students, and the ways in which you effectively partner with our PCC Food Services to provide contextualized learning opportunities for our students. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Karen Paez, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs

Jen Piper, Interim Dean of Instruction Southeast Campus

Karen Paez, Dean of Instruction Sylvania Campus

Cheryl Scott, Dean of Instruction Rock Creek Campus

Kurt Simonds, Dean of Instruction Cascade Campus