

NICR/Cascade Culinary Institute
DEPARTMENT & PROGRAM REVIEW (2024)

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To better align academic and operational reviews, Academic Program Reviews (APR) and Administrative Unit Reviews (AUR) are now known as Department & Program Reviews (DPR).

Section 1: Report on Previous Goals & Requests

Please limit your response to 250 or fewer words.

What goals did you set in your last APR/DPR? What requests did you make? Briefly explain the status and/or outcome of these goals and requests.

2018-19 Goals	2024 Status
Develop online/hybrid and/or live-streamed classes	<i>Done.</i> Hybrid sections are now a necessity for lab space and are widely utilized. Online classes are rare although they were developed during Covid.
Develop articulation agreements with four-year institutions	<i>Stable.</i> OSU HM is the only articulation agreement. CCI hosted Utah University table in hallway during Winter 2024.
Develop and distribute fresher and updated marking materials	2022: new flyer and table top signs completed. Canva software utilized use for flyers and labels, etc. 2024: Website project underway 2024-25 – New colors for logo initiative by MPR will replace most materials
Seek independent accreditation for HM	Not attempted. HM program remains small, although CUL and BAK students have required HM prefix courses.
Advise to the sample plan whenever possible	Done.
Establish recruitment and retention goals and plan for development	Done. CCI received a huge enrollment increase in Fall 2023-24. CCI sends prospective students emails, gives many personal tours, many K-12 tours, and has an online marketing strategy. A new website is coming!
Track alumni success	<i>Underway.</i> In 2024, semi annual emails to alumni were distributed. CCI is gathering alumni success stories for display in the hallway. New success stories will be needed for new website this summer. An alumni survey exists on the existing website but it is seldom completed.
Establish a BAK program director	<i>Not completed.</i> CCI is in the middle of a transition with leadership titles and structure.

Develop an industry advisory board for BAK	<i>Not completed, and no longer a desired outcome.</i> A single advisory board remains, but could use more baking representation.
Create alternative pathways for baking and pastry students in capstone and nutrition courses	<i>Done.</i> BAK 299 Restaurant Patisserie (Baking Capstone) is offered Spring 2024. In Spring 2024 the Baking Nutrition/Special Diets class was approved.
Develop a retail baking management program and eventually an applied baccalaureate	<i>Done, but continues to expand.</i> BAK 265 Retail Baking Operations course is a success, and is tied to the Bakery Kiosk. Students and the community love it. Applied baccalaureate is not an immediate goal at this time.
Develop professional partnerships with the Bread Bakers Guild of America (BBGA), the Retail Baking Association (RBA), Women Chefs and Restaurateurs (WCR	<i>Not done. However, Chef Unverzagt maintains professional memberships with the Bread Bakers Guild.</i>

Section 2: Fulfilling Your Mission

Please limit your response to 500 or fewer words.

What is your program or discipline mission statement, and how have you fulfilled this mission since your last APR/DPR?

Mission
 Cascade Culinary Institute inspires high-level conceptual learning and competency-based skill proficiency with an emphasis on hospitality industry career preparation.

Cascade Culinary Institute has fulfilled this mission through structured lab courses, internships, specialization classes, public-serving courses, course-affiliated events, after-school activities and events, and partnerships. CCI’s community engagement is extraordinarily strong, and the community loves the public offerings.

- **Lab Classes:** Students progress through a series of foundational skill classes which form the core of their first-year experience. In addition, students take supporting lab classes and lecture courses, such as Supervision and Leadership, Procurement, Ingredient Identification, and Cost Control.
- **Internships:** All students complete a 10-credit internship where they employ both theory and competency-based skills to gain real-world experience.
- **Specialization and second year courses:** Students dive into topics of a specialty, such as French Pastries, Spanish Cuisine, Asian Cuisine, Hospitality Law, Food Truck Operations, Mixology, or Entremets.
- **Public Serving Courses** – All CCI students take a turn through the restaurant’s customer service course, HM190 Dining Room Operations, as a part of becoming a well-rounded student in the

hospitality industry. All Baking and Pastry Students take Retail Baking Operations, where they learn how to bake, at a production level, for the public. All Culinary students take CUL 200, Kitchen Operations, where they learn the intricacies of cooking by order on a line. All second-year students take a Capstone course affiliated with dinner in the Elevation Restaurant. Additionally, other courses have “showcase” events that provide students with the experience of public-serving.

- **Course-affiliated Events**, such as the Wine and Food Pairing Event (a collaboration of the Wine and Beverage Management course and the Charcuterie course) or the CCI Career Fair, which is hosted by a CCI course give students additional experience interfacing and serving the public.
- **Culinary Club Events** – The Culinary Club brings high-level leadership opportunities to students. Students serve as Club Officers and take on leadership through service learning such as the annual Thanksgiving Pie Fundraiser, Valentine’s Dinner, and in 2024, a car show and BBQ. The Club actively creates other student-led events like a cooking competition series, local field trips and a yearly large trip like the Pebble Beach Food and Wine field trip.
- **Partnership Events.** CCI helps the COCC Foundation organize students to participate in the Anthony’s Dinner and the “Meal of the Year” event, both of which help fund scholarships for students. CCI works with Neighbor Impact to put on the Empty Bowls fundraiser for hunger each fall. CCI has an active partnership with *College 360*. In May 2023 25 visitors from Denmark spent a week at CCI. Likewise, CCI sends a group to their school (5 students and a faculty member in 2023) to Silkeborg, Denmark as a part of an international internship program. CCI also welcomes guest speakers. Examples are Coast Guard chefs and recruiters, a sustainability presentation by HHP Instructor Owen Murphy, and industry experts in “Coffee Appreciation.”

Current challenges to the mission include:

- **Staffing** is not sufficient for the elevated level of community engagement and student needs, events, and activities.
- **Operating budget** is insufficient for elevated enrollment and facility and equipment maintenance.
- **Increased lab space is needed** for faculty and equipment to meet high current enrollment demand.
- **Enrollment:** we can provide for one large first-year or second-year cohort, but we do not have the resources (staffing and space) for two large cohorts. We are attempting to address this issue by setting enrollment caps on first-year courses in fall term 2024.

How your mission connects to or resonates with the current strategic plan and College mission-

- CCI's mission works hand-in-glove with the recent emphasis of the college mission and strategic plan focus on workforce development.

Section 3: College Goals and Initiatives

Please limit your response to 500 or fewer words.

How has your program or discipline participated in fulfilling the College's plans and priorities, attaining campus-wide goals, or participating in broad initiatives (e.g., strategic plan state or grant initiatives) since your last APR/DPR?

Expands access by providing students with equitable opportunities and the resources needed to achieve their goals.

A weekly student newsletter highlighting COCC campus events, industry happenings, job postings, and student activities is emailed to all students.

The ASCOCC approved Culinary Club offers students a community in which they can participate in a variety of discipline related activities and have fun.

CCI Incorporates and delivers a diverse variety of specialty courses offerings.

Engages with and responds to the needs of the communities we serve.

Students regularly serve the public by participating at the Elevation Restaurant (lunch and Dinner), the CCI Food Truck "*Shirley Ray*", the Baking and Pastry Kiosk, and the Elevated Dessert Bar. Guest feedback is solicited for all these opportunities.

In partnership with Neighbor Impact, CCI students and faculty prepare 60 gallons of soup to help the "*Empty Bowls*" fundraiser to help feed food-insecure populations in our community.

Develops and aligns educational opportunities with regional workforce needs and industry standards.

CCI faculty and staff meet with our Industry Advisory committee twice a year to discuss workforce trends, needs, and opportunities. This valuable feedback is influential to program, course, and curriculum development. In addition, advisory committee members engage students regularly participating in CCI sponsored job fairs by speaking in various courses about their businesses.

Creates processes and systems to foster a high-quality and operationally sustainable work, learning, and natural environments.

Sustainability is an area that is being promoted:

- encouraging the use of greenware and composting



-guest speakers on sustainability (Owen Murphy)

-Food Bank discussions

-the CCI administrative assistant was on the COCC Sustainability Committee for three years.

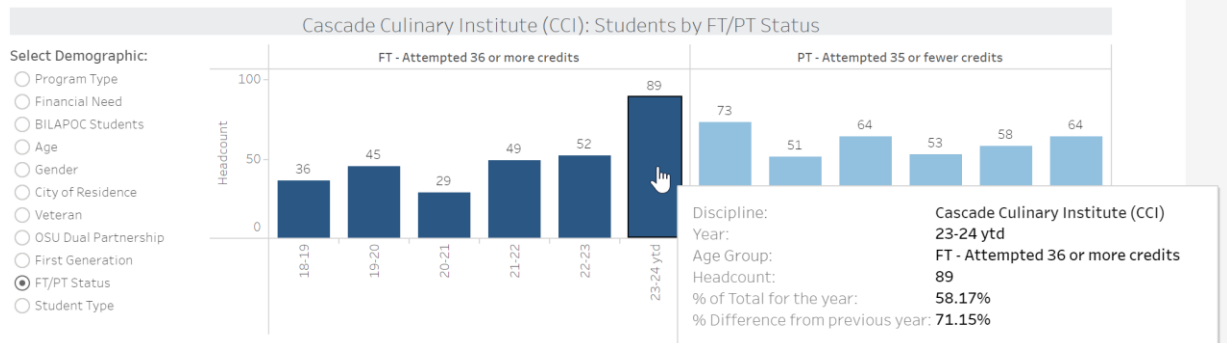
Section 4: Diversity and Inclusion Insights

Please limit your response to 500 or fewer words.

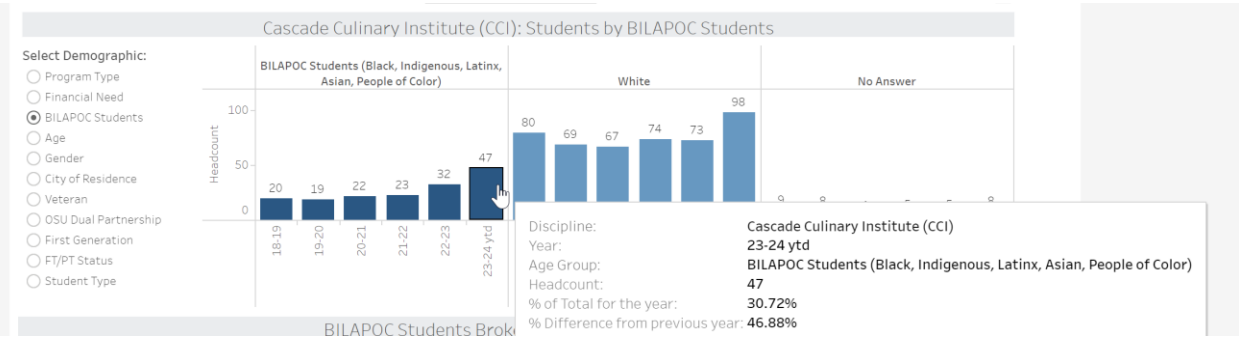
Cascade Culinary Institute continues to attract students from varying backgrounds including age, cultural background, veteran status, and locations.

In 2023-24, Cascade Culinary Institute had unprecedented growth. These students represent diverse backgrounds.

- In the 2023-24 academic year, there was a 71.15% increase in full-time students compared to the 2022-23 academic year.



- There has been an increase in BILAPOC Students (Black, indigenous, Latinx, Asian, and People of Color) since 2021-22. In 2023-24, BILAPOC students comprise 30.72% of the total student population, representing a 46.88% difference from the prior year.

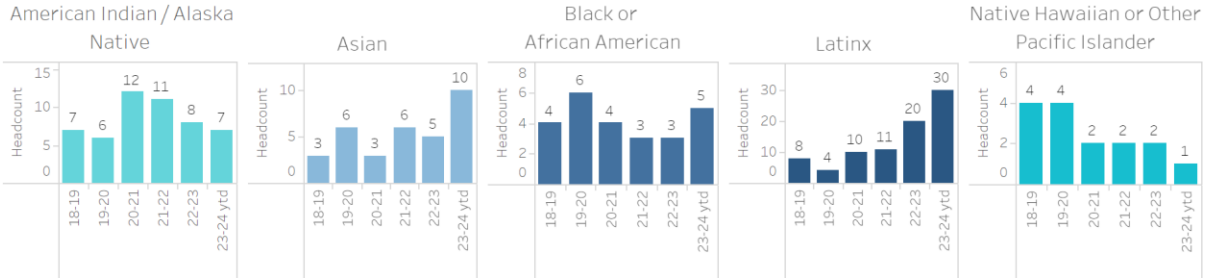


- The largest race/ethnicity student groups in the last year were Asian, Black, or African American, and Latinx students. Latinx student enrollment has grown from a headcount of 11 to 30 in the last two years:



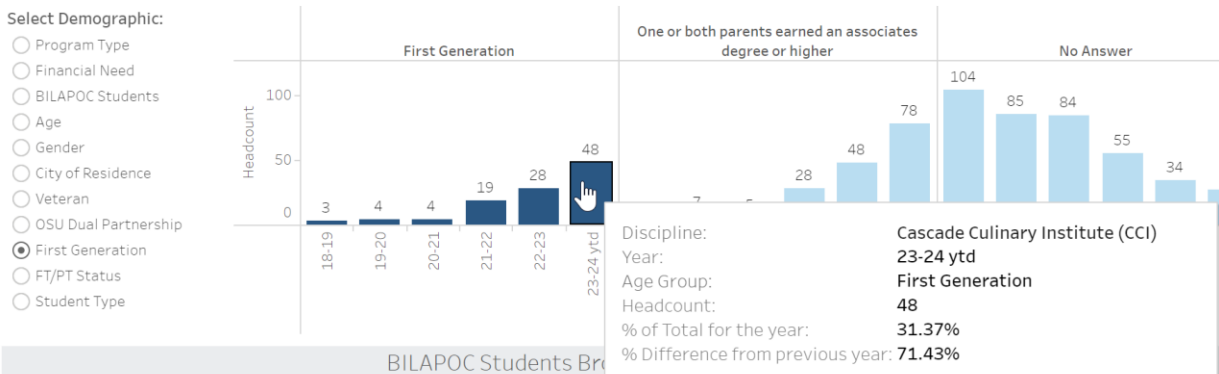
BILAPOC Students Broken out by Race/Ethnicity

Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.



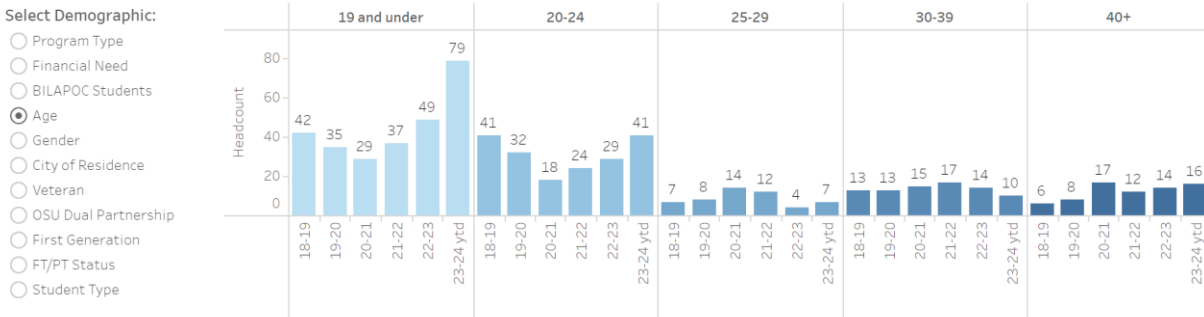
- First Generation student enrollment has grown 71.43% in the last year, with a total headcount of 48 (31.37% of total):

Cascade Culinary Institute (CCI): Students by First Generation

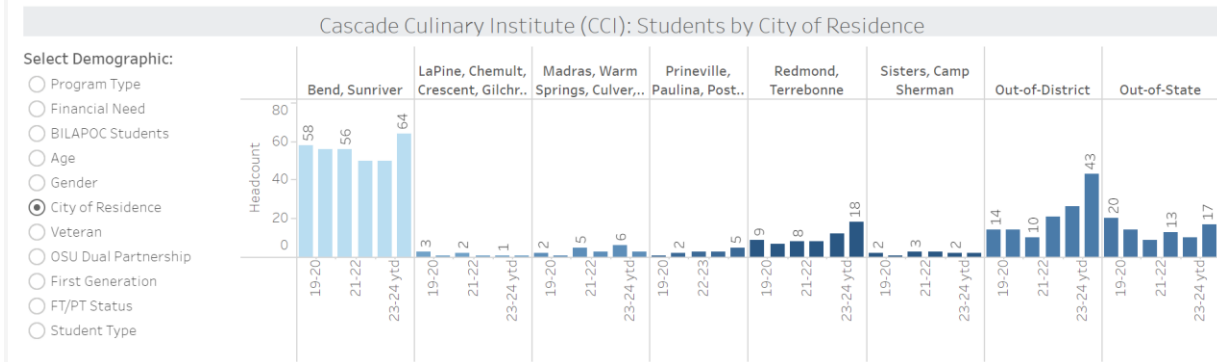


- The largest group of students by age are 19 and under (79 students, 52%, representing a 61% increase in these young students since the prior year). This is, likely, the result of a large volume of K-12 tours at CCI in recent years and the popularity of the Oregon Promise Grant.
- This is followed by:
 - those aged 20-24 (41 students – 27%)
 - 25-29 (7 – 5%); 30-39 (10 students – 7%)
 - and 40 years or more (16 students -10%)

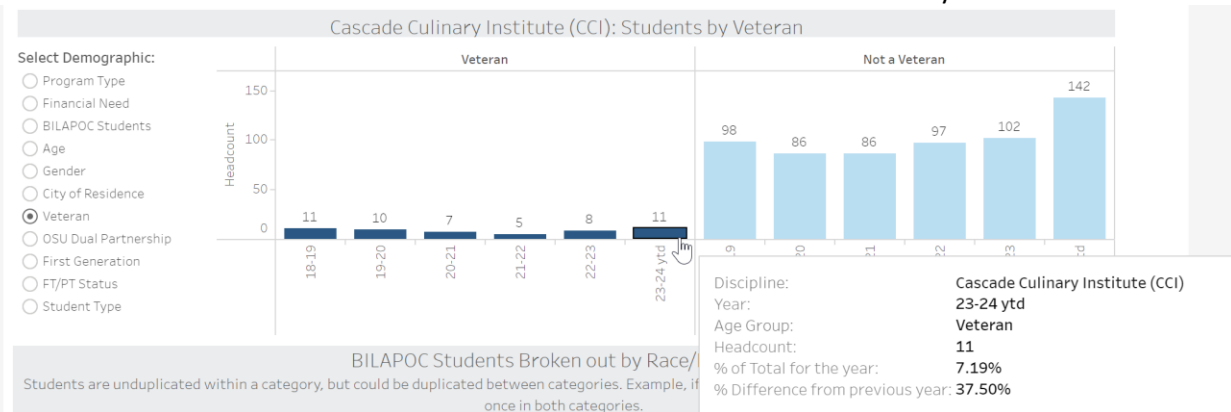
Cascade Culinary Institute (CCI): Students by Age



- CCI has 11% or 17 students enrolled from out of state:



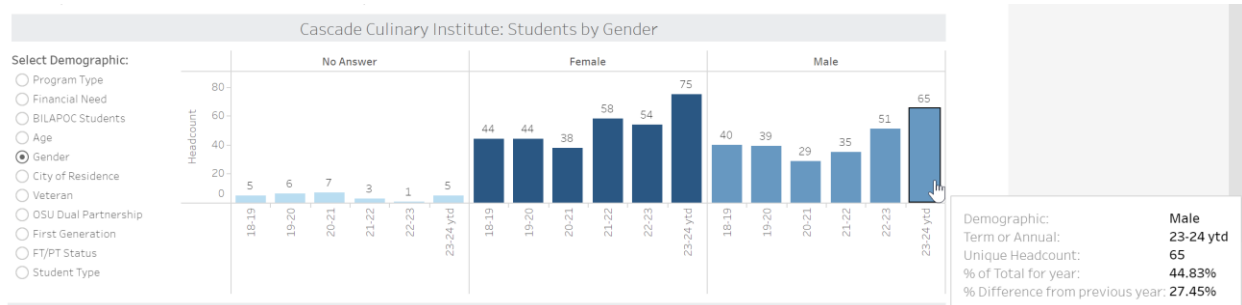
- The Veteran Student enrollment rate has been stable at 7% for the last two years:



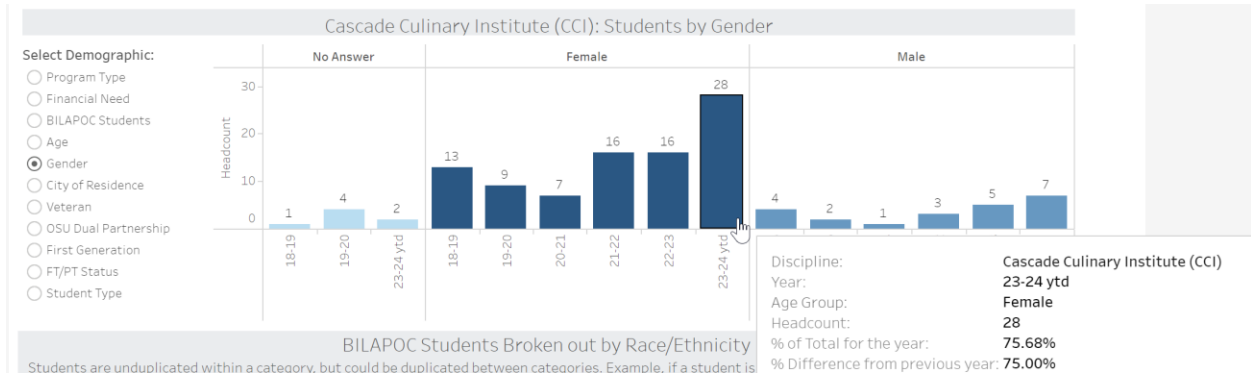
Gender

- Overall, CCI has more females than males (75 females (52%), 65 males (45%), and 5 “no answer” (3.5%) students.
 - The Culinary Program is more gender balanced than the Baking Program.
 - In the Baking Foundations classes (BAK 110, BAK 140, BAK 170, which is a good representation of *only* the baking side; 75% identify as female.
 - For the Culinary Foundations classes (CUL 110, CUL 140, CUL 170), 59% are male.
 - The hospitality management program is 64% female (if you take away the HM classes taken by BAK and CUL students)

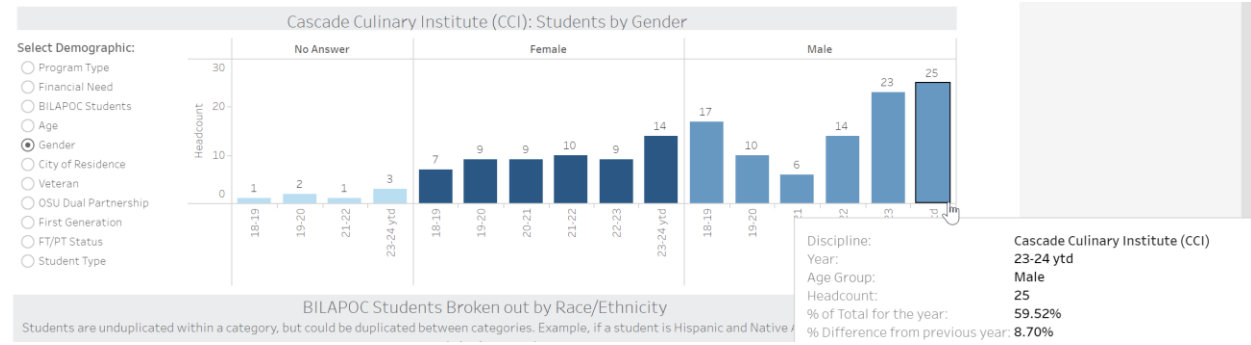
- Overall Gender chart:



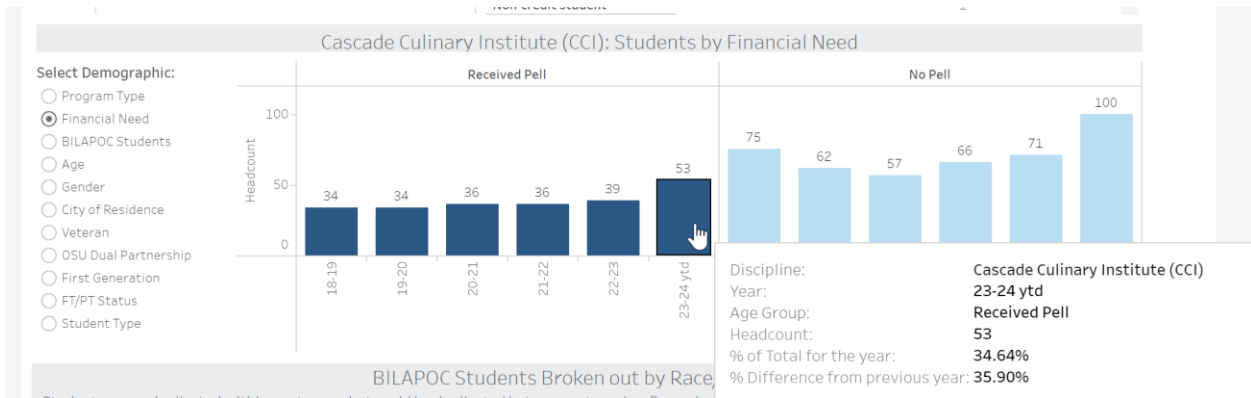
BAK 110, 140, 170:



CUL 110, 140, 170:



- CCI has stayed steady relative to enrollment of students receiving Pell Grants until this current year, when CCI experienced a 35% increase in the number of students receiving a Pell Grant.



CCI's equity data is strong! Most other measures show consistent measures of increasing diversity.

However, a few items to note:

- Enrollment growth is strongest with students under age 19.
- Within Baking Foundations courses 75% of the students identify as female.
- The Native American in the CCI has declined in the last three years.



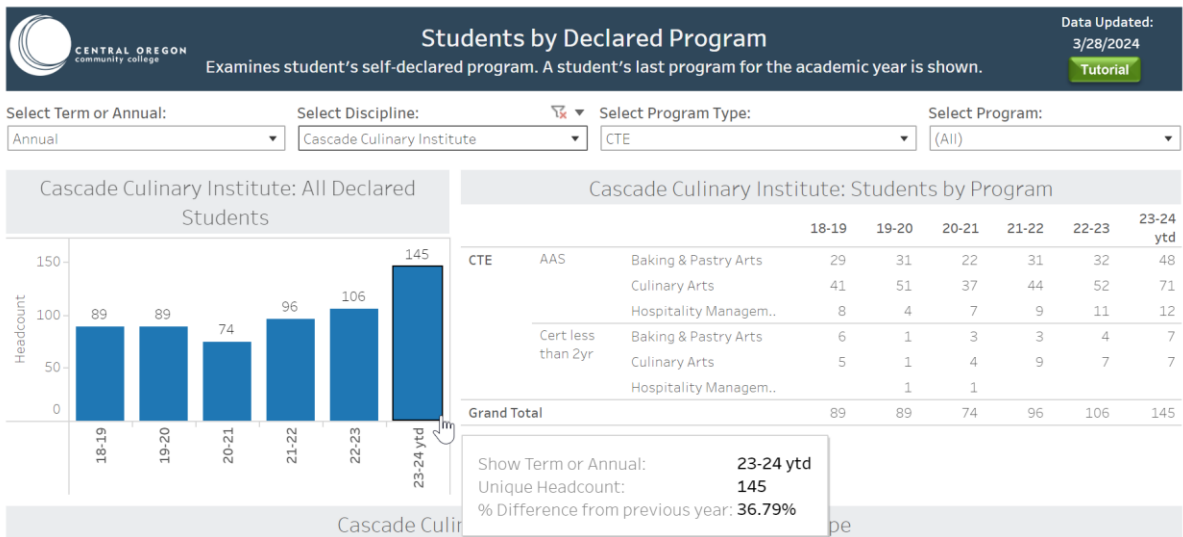
Section 5: Strengths and Accomplishments

Please limit your response to 500 or fewer words.

Briefly share your department's strengths and major accomplishments, noting that this should not be an exhaustive list, but rather the most important or significant accomplishments your program has achieved since the last APR/DPR.

Major accomplishments:

1. Popularity of Program. CCI's enrollment has surged in the last three years. CCI added 20 CRNs between 2022-23 and 2023-24. This enrollment surge led to a significant increase in part-time faculty and lab assistants.



Select Term or Annual:
Annual

Select Discipline:
Cascade Culinary Institute ...

Select Subject:
(All)

Select Measure:
 FTE
 Headcount
 Seats Taken
 Sections

Select Dimension:
 All
 Campus
 Course Instructional Method

Exclude College Now:
Exclude College Now

Select CTE or Transfer Comparison:
(All)

Campus Info



FTE: Cascade Culinary Institute (CCI)



FTE: COCC All Disciplines



2. **Denmark Exchange:** CCI hosted 25 visitors from our partner culinary/hospitality school in Denmark, *College 360*, in May 2025. CCI sent five students and a faculty member to Denmark in Summer 2025.
3. **Community Engagement:** A Community Engagement plan is now on file with the COCC Foundation. Community Engagement at the CCI is remarkably diverse and is a multi-faceted feature of CCI including:
 - i. Restaurant guests
 - ii. Prospective students
 - iii. K12
 - iv. Culinary Club Event attendees (Thanksgiving Pies, Valentine's Dinner, BBQ/Car show)
 - v. Kiosk Guests
 - vi. Elevation Restaurant Guests
 - vii. Assessment day guests for tasting and feedback
 - viii. Advisory Board members
 - ix. Career Fair guests
 - x. Internal guests of students (family, friends, participating in events and activities)

- xi. Inter-Department collaborations (Admissions VIP Luncheon; Veteran’s Lunch; COCC Foundation events)

4. Culinary Club Unique Collaboration

Cascade Culinary Institute is integrated with its student club, the ASCOCC Culinary Club. Students lead events with the help of CCI faculty and staff who act as guides. The community often does not understand that Club events are inherently different in funding and labor than events put on by classes. They are entirely volunteer-based, and student-led, with profits funneling back to the club fund for academic related trips and activities.

5. Personal Nature of Program

CCI lab classes range from eight to eleven hours in length, with lecture courses ranging from two to four hours per week. It is common for students to have three or four courses per term, meaning that a student might physically be in the building 20-30 hours each week. Students stand elbow-to-elbow with instructors and classmates for four to six hours at a time, and move through classes as a cohort, forming remarkably close social ties with each other, instructors, and staff. This means there is a strong community of learners excited to work together both inside and outside of class. However, this also leads to an intense environment for all instructors and staff, who have an elevated level of interaction with every student every day! This includes special requests, questions, concerns, and special advising needs. Sometimes it is a simple hello, but often it is an in-depth conversation or explanation. This is fantastic for retention and fostering the students’ feelings of belonging and identity with the program; but it becomes taxing in terms of staff and faculty workload. Couple this with a faculty “bullpen” style of office space where there is limited space for private conversations or a moment of quiet time, and the workday can become hectic.

6. Coast Guard Collaboration

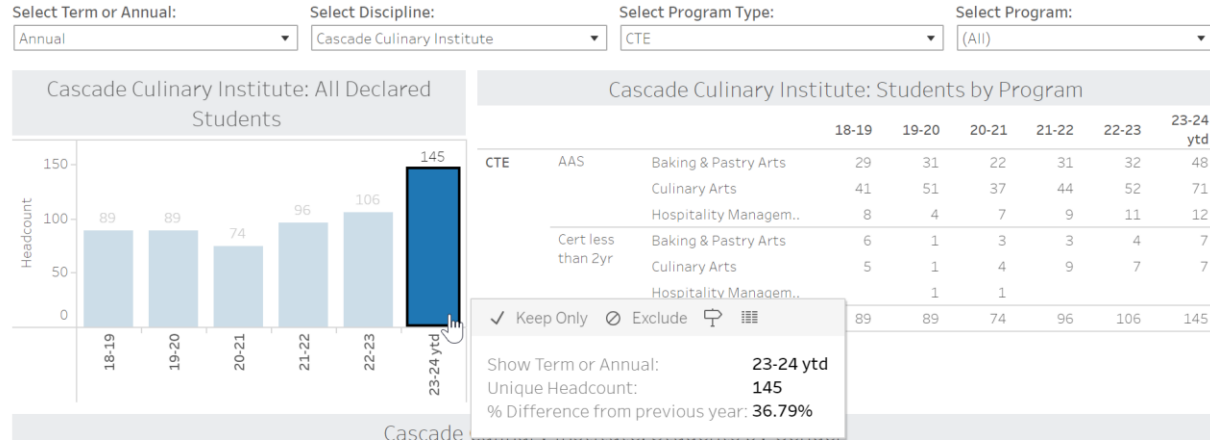
CCI has developed a wonderful relationship with the US Coast Guard. As of 2024, four CCI alumni now staff the US Coast Guard’s training facility in Petaluma CA. In 2023, 5 members of the Coast Guard visited CCI for several days and reviewed curriculum, interviewed staff and students, and participated in CCI activities. This led to a letter of understanding whereby the Coast Guard is currently offering a \$75,000 hiring bonus to BAK and CUL AAS graduates. In 2023 and 2024, CCI hosted several Coast Guard presentations, including a cooking demonstration, a Coast Guard lunch (2024) with Coast Guard student veterans in attendance.

Use data to support your narrative. For quantitative data, consult Institutional Effectiveness's [Dashboard Index](#) and the [Discipline FAQ](#).

Section 6: Challenges

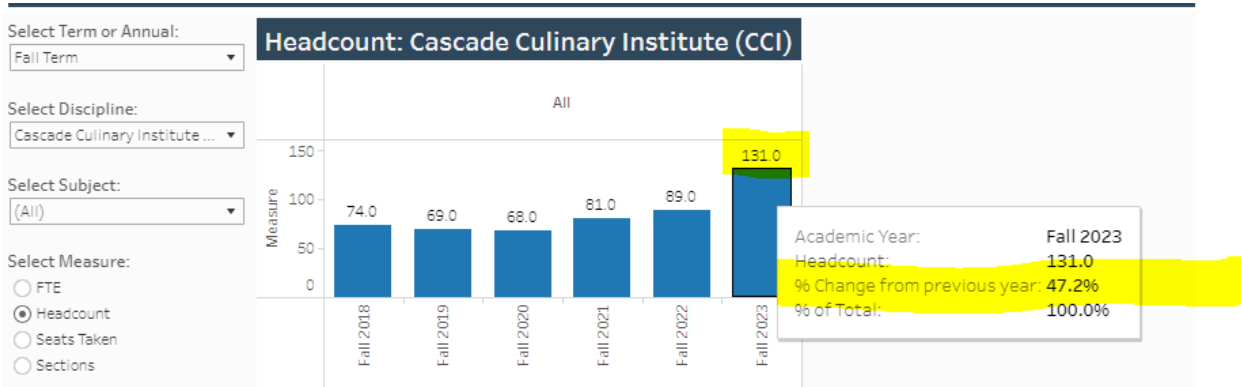
Please limit your response to 500 words.

- With a 37% enrollment increase in 2024-25 (as of 3/31/24 – Fall was higher), CCI has added 20 additional sections (82 sections) compared to the previous two years (which were both at 62 sections). This is despite expanding class sizes that stretched our promise to students on our website that “CCI is committed to providing high-quality and nurturing instruction throughout the student academic experience.” This also caused an unprecedented need for instructors at a time when we lost two of our four full-time faculty at the end of the 2022-23 academic year.



Briefly share your program or discipline's challenges.

- In the Fall of 2024, enrollment was up by 47%. CCI had lost several part-time faculty members and half of the full-time faculty simultaneously, which included the department chair. The loss of staff has continued, forcing the need for an increase in the numbers of part-time and adjunct faculty. In 2023-24, the Interim Coordinator hired 12 new part-time faculty. Accomplishing this during a time of leadership transition was a major effort.



- *Opportunities for improvement or development*

CCI staff and faculty feel a fervent desire for a commitment to leadership staff. CCI needs a dedicated Program Director for long-range and mid-term planning initiatives and high-level executive functions and an on-site Coordinator for day-to-day operations, student guidance and event planning. This is in addition to all the normal duties of other Administrative Assistants at COCC.

Use data to support your narrative. For quantitative data, consult Institutional Effectiveness's [Dashboard Index](#) and the [Discipline FAQ](#).

Section 7: New Goals

List your goals and needs here. Include no more than five goals and indicate where/how you see these goals aligning with and/or positively impacting the current strategic plan or other important initiatives.

The following goals align with the current strategic plan through the focus on workforce development and ...

1. Expand staff and resources to devote to long-term planning in addition to daily needs. This enables us to help students better achieve their goals while also fostering our many opportunities to experience meaningful engagement with our community.
2. Create opportunities for faculty to develop curriculum that continues our focus on Diversity, Equity, and Inclusion. This curriculum would include the appreciation and celebration of the cultures where different foods originated and highlight examples from food service business owners of diverse backgrounds.
3. Adjust course schedule and delivery to match enrollment demands and lab space capacity. For example, with the enrollment surge, but fixed capacity in lab spaces, weekend and summer classes may be needed. There may also be creative solutions to shorten long class hours and better utilize our limited lab space. By creating efficient use of time and space, we can focus on the quality instruction that supports our students in their quest for achieving excellence.
4. Establish a yearly review of how CCI is meeting the needs of our ACF accreditation. Regular faculty professional improvement and ensuring our program level outcomes meet accreditation requirements will allow us to maintain exacting standards and promote innovation, creativity, and quality for our students.
5. Our equipment sustainability goal is to replace several large capital items each year as the facility ages. The Junger's building is now 12 years old and items such as the carpet, ranges, chairs, plates, large and small appliances need to be repaired regularly. A fiscal and energy sustainable approach would be to replace these older items with new energy-efficient models, thus lowering our carbon footprint, and our costs.

Section 8: Resource Needs

For each goal listed in Section 7, indicate what kind of resources, strategies, or support you need to achieve your stated objectives. The DPR Response team will review these requests and recommend the next step as appropriate in their written response.

1. **Acquire the staff and resources to devote to long-term planning in addition to daily needs.**
CCI needs two long-term, well-funded positions for program stability and effective community engagements: a Program Director and a Coordinator.
2. **Create opportunities for faculty to develop curriculum that continues our focus on diversity, Equity, and Inclusion.**
We may be able to continue to utilize Perkins funding to meet this goal.
3. **Adjust course schedule as well as course delivery to match enrollment demands and lab space capacity.** For example, with the enrollment surge, but fixed capacity in lab spaces, weekend and summer classes may need to be considered; or other creative solutions to reduce long class times and efficiently use our limited space.

- 4. Establish a yearly review of how CCI is meeting the needs of our ACF accreditation.**
This could also be addressed with two long-term, well-funded positions for program stability and effective community engagements: a Program Director and a Coordinator.

- 5. Our sustainability goal is to replace major capital items each year as the building ages. The Junger’s building is now 12 years old and items such as the carpet, ranges, chairs, plates, large and small appliances need to be repaired regularly.**
A long-term general fund budget request/plan for these items should be established for purchasing these items focusing on priority and need.