

Part I. Alignment with College

Chapter 0: Unit Alignment

1) Core Values

Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.

Core Values (6)

▪ Learning

The Center for Meeting and Learning (CML) provides a unique learning-centered environment for the students of the Culinary Arts and Hospitality Management Program. The students are integrated into the daily operations of the CML as a part of their hospitality and catering lab experience.

- The Hospitality Management Lab started up in the fall of 2003. The lab offered students the opportunity to study and gain practical experience in a full-service conference center. During the term, students participated in actual events, where their customer service skills were tested and honed, and they were involved in all aspects of an event, from planning to implementation.
- The Catering Lab began in the winter of 2004. Under the instruction and guidance of the executive chef, students learned about catering work flow, production, and presentation. They assisted the catering staff with the preparation of food for actual conference events.

Renaissance Room, the student-run restaurant in the Center Building, is another learning-centered environment where Culinary Arts students are able to develop and practice their restaurant cooking, serving, and supervisory skills.

- First-year students are able to apply what they learn in the Cooking Theories and Skill Development course and apply them in the Renaissance Room.
- Second-year students are able to take the supervisory knowledge and techniques they learn in the Restaurant/Kitchen Supervision course and practice them in the restaurant, as they lead and supervise the work of the first-year students.

We have completed the accreditation of the Culinary Arts Program by the American Culinary Federation (ACF). The accreditation process required the culinary curriculum to meet national standards and for faculty members to be professionally trained with strong teaching skills. The outcome is that our students will receive a quality education that will lead to successful culinary careers.

- During the 2003-04 academic year, faculty, staff, and the advisory committee worked together to get the Culinary Arts Program accredited. The ACF evaluators conducted a site

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visit in May 2004, and we were notified in July 2004 that the program was accredited for five years.

The various lab courses in the Culinary Arts Program allow students to develop their culinary skills at a pace that is right for them and is respectful of their skill level. Students will also be able to track their own progress and achievements in a competency manual over the span of two years.

- The culinary labs cultivate an environment that is supportive of students' different learning preferences. Faculty members incorporate different teaching techniques in the labs that include demonstrations, hands-on application, coaching and morale building, and working together in a team.
- A draft competency manual has been completed. Discussions are underway to determine when and how to integrate it into the culinary courses.

▪ **Diversity**

Culinary courses include international cuisine and U.S. regional cuisine, which provide a perfect vehicle to cultivate a respectful understanding of other cultures and issues of differences, power, and privilege.

We are sensitive to the issues of diversity and are interested in continuing to attract and retain a diverse group of students, staff and faculty.

With assistance from our Advisory Committee, we are working to increase the number of scholarships, internships and employment opportunities for students. This would allow students with financial need to be able to continue in the program.

The program is supportive of student and staff's participation in Women Chefs and Restaurateurs, an organization for women who are striving for excellence and acceptance in the industry.

▪ **Innovation**

The integration of Culinary Arts and Hospitality Management students with the catering and events of the CML is an innovative idea that provides students with hands-on experience in a learning-centered environment.

The Culinary Arts and Hospitality Management Advisory Committee is a creative and productive group of industry and community members. The committee has been instrumental in the development and growth of the program. Some of the success stories include: raising \$300,000 for a catering kitchen; assisting with major curriculum changes in the culinary program; and increasing the number of scholarships available to students.

We have begun the revamping of the Hospitality Management Program to create a nationally recognized two-year program.

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■ **Collaboration and Partnership**

The following are examples of how the Culinary Arts and Hospitality Management Program works in collaboration and partnership with others.

Working with industry professionals on:

- the Advisory Committee
- special events that include fundraisers and recognitions banquets
- cooperative education jobs and internships
- competency exams, using professional chefs as evaluators.

Fundraising activities with the LCC Foundation, such as the annual Harvest Dinner.

The partnering of CML with the Culinary Arts Program to provide students with a combination of both academic and practical experiences.

Students participate in advisory and curriculum advisory committees.

We work with high school programs to develop agreements for students to earn credits at Lane while in high school.

We also sponsor a high school culinary competition to introduce high school students to our program and to provide them with culinary skills.

We are working to enhance our connection to CVALCO, Oregon Lodging Association, and Oregon Restaurant Association.

■ **Integrity**

We lead by example and set high expectations of students to relate respectfully to other students and staff.

■ **Accessibility**

Most of the culinary/hospitality classrooms and labs are in a new facility that is physically accessible by elevator, wide halls and doorways, etc. The Renaissance Room and baking classes are located in the Center Building and provide some accessibility challenges (narrow walkways in the cooking and service areas).

The program can accommodate students with various disabilities. Through assistance from Disability Services, a number of students with hearing, sight, and learning disabilities have been successful in the program. Instructors use various teaching methods and techniques to reach students, and are also open to assisting students individually.

The CA/HM Program is positioned to strategically growing learning opportunities through its lab courses, ongoing review of the curriculum, classroom visits from industry professionals, and different events held in the CML.

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With assistance from our Advisory Committee, we are working to increase the number of scholarships available to students. We are hoping that by providing more students with financial assistance, our student retention rate and number of graduates will increase.

2) **Strategic Directions**

The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.

Strategic Directions (3)

- Transforming Students' Lives
 - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
 - Commit to a culture of assessment of programs, services and learning.
 - Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
- Transforming the Learning Environment
 - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
 - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- Transforming the College Organization
 - Achieve and sustain fiscal stability.
 - Build organizational capacity and systems to support student success and effective operations.
 - Promote professional growth and provide increased development opportunities for staff both within and outside the College.

3) **Learning Centered Principles**

The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.

Learning Centered Principles

- Lane provides opportunities for transformation through learning.
- Lane engages learners as active partners in the learning process.
- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
- Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
- Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.
- Lane is committed to both individual and organizational learning.

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- Lane students and staff are a community of learners, all of whom contribute to learning.
- Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.

Part II. Unit Description

Chapter 1: Unit Description

Key Question: Who are you? Answer this question by providing the following information about your unit.

1) **Unit Mission/Vision**

Does your unit have a Vision or Mission Statement? Yes.

When was it written or updated? The mission and goals of the program were reviewed and updated on March 16, 2004 by a focus group of the Culinary Arts and Hospitality Management Advisory Committee. The revised mission and goals were then presented to the entire Advisory Committee on April 2, 2004 and adopted.

Do you have a process for regular review? Yes, the program vision, mission and goals are reviewed annually by the Culinary Arts and Hospitality Management Advisory Committee.

Vision

The Culinary Arts and Hospitality Management Program is forging a first-class venture of education and business that promotes career growth and supports the success of the industry.

Mission

Contributing to the success of students, the industry, and the program through partnerships, education, and innovation.

2) **Catalog Description**

How do you describe your unit and instructional offerings in the college catalog? See below. ***How does your unit manage the review of catalog copy each year?*** Initially, the Department Chair and Administrative Support Specialist review and revise the catalog copy. Revised copies are made available to all staff and faculty for comment and additional revisions.

CULINARY ARTS PROGRAM

Purpose: To transform your passion for food and cooking into a career. We prepare graduates to become successful as future chefs, restaurant owners, food and beverage managers, and more. The program focuses on classical culinary principles and techniques. Coursework is sequenced in building blocks of knowledge and skills with an emphasis on learning by doing.

The first year of the program introduces students to all phases of the food service industry, training students for entry-level positions in venues such as restaurants, cafes, country clubs, hotels, and institutional food service facilities. To accomplish this, students prepare and serve meals in the Renaissance Room, a student-run restaurant, assist with the preparations for a banquet or buffet dinner, and complete coursework in classical culinary principles and techniques as well as other related subjects. In the second year of the program, students focus on developing supervisory and management skills, planning and preparing large banquets and catered events for up to 400 in the Center for Meeting and Learning, exploring American regional cuisines (i.e., Northwest, California, Southwest, and New England) and international cuisines, and learning techniques of garde manger.

HOSPITALITY MANAGEMENT PROGRAM

Purpose: The Hospitality Management curriculum focuses on the management aspects of today's exciting hospitality industry: lodging, meeting and convention management, food and beverage, travel and tourism, and recreation and leisure. Upon graduation, enter the hospitality industry working in such areas as hotel

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operations, innkeeping, convention and visitor associations, restaurant management, and travel and tourism organizations.

3) **History/Significant Program Events**

How did your instructional unit evolve at Lane?

The Culinary Arts Program was established 30 years ago as the Food Service Management Program. Classes began in the fall of 1973. The curriculum was approved by the Oregon State Department of Education in June 1974. The Hospitality Management Program began in the early 1970s when five hotel/motel management courses were offered.

What significant events have marked your growth?

Within the last few years, two events rise to the top: (1) Moving the Culinary Arts and Hospitality Management Program to the new facility in Building 19 and (2) Revamping the curriculum of the Culinary Arts Program to align it with the standards of the American Culinary Federation (ACF) and then becoming accredited by the ACF.

Do you have a system for maintaining an archival history of your unit?

Since our programs are undergoing major shifts at the program and through faculty retirements, it is important for us to have a system in place to maintain an archival history of our unit. With potential increases in FTEs, it would be possible for us to develop and maintain a system.

Do you have annual events that are representative of your unit's goals or teaching methods?

Yes. Each term the Culinary Arts and Hospitality Management students work together to put on at least one large banquet dinner for 350 to 400 people. The dinners showcase the culinary and hospitality skills developed by the students.

4) **Degrees and Certificates**

What degrees or certificates does your unit provide?

| | |
|------------------------|--|
| Culinary Arts Program: | Two-year Associate of Applied Science Degree Cooperative Education experience |
|------------------------|--|

| | |
|---------------------------------|--|
| Hospitality Management Program: | Two-year Associate of Applied Science Degree Cooperative Education experience One-year Certificate of Completion |
|---------------------------------|--|

If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?

The Culinary Arts and Hospitality Management Programs are not transfer programs.

5) **Organizational Structure**

Please provide a description of how your unit is administratively organized within Lane's instructional structure.

The Culinary Arts and Hospitality Management Programs are under the Conference and Culinary Services division, which is under the Community, Education and Workforce Development branch of the College, which reports to the Vice President of Instruction. Conference and Culinary Services is led by the Director, who is also directly responsible for managing the Culinary Arts and Hospitality Management Programs.

The Culinary Arts and Hospitality Management instructional program is one of three entities of Conference

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and Culinary Services. The other two are the Foodservices Department and the Center for Meeting and Learning. It is the mission of the division to put students at the heart of what we do.

6) **Staff/Faculty**

Please provide a list of your contracted faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.

| Name | Title | FTE | Educational Credentials/Primary Job Responsibilities |
|-------------------------------|---|--------------|---|
| Peg Allison | Director, Dept. Chair | 1.0 | Ms. Allison leads the Conference and Culinary Services Division, which is made up of the Culinary Arts and Hospitality Management Programs, conference and catering operations, and campus-wide foodservices. Ms. Allison has a strong business sense and is committed to providing students with an education that integrates academics with real life, hands-on experience. Ms. Allison has 19 years of experience as a business owner. She holds a Master's degree in Business Administration and Bachelor of Science in Curriculum and Instruction. Ms. Allison has taught business courses at the college. |
| Annie Caredio | Admin. Support Specialist | .5 | Mrs. Caredio has worked at Lane since 1995, most recently as an instructional coordinating specialist before landing in Culinary and Hospitality in 2002. Annie's position supports faculty and offers support to students. Annie encourages student success and welcomes students to her office with an open door. |
| Wenette (Wendy) Carlson | Baking Instructor | .23 (p/t) | Chef Carlson is a former student of Lane's Culinary Arts Program. Chef Carlson teaches Baking I, Baking II and Cake Finishing, Chocolate Works, and Decorative Pieces. Currently, she is the pastry chef for Willie's on 7 th and The Waterfront Restaurant, where she creates pastries and desserts that are works of art. Prior to that, she spent ten years working for the Metropol Bakery as their head pastry chef. Chef Carlson has been a baking instructor at Lane Community College since 1992. |
| Chris Crosthwaite | Instructor | 1.0 | Chef Crosthwaite teaches in the Culinary Arts Program. He is a 1981 graduate of the Southern Alberta Institute of Technology in Calgary, Alberta, Canada. His experience includes work across Canada in a variety of restaurant and hotel settings. Chef Chris began his teaching career aFTEr being the Executive Chef of the Delta Hotel in Whistler, British Columbia, and comes to Lane via Vermont, where he taught for three years at New England Culinary Institute. A former business owner of a bakery and catering company, Chef Chris brings a real-world focus to education. With high professional standards, Chef Chris encourages all students to strive for their best. |
| Robin Johnson | Instructor, Instructional Support Specialist | .6 | Ms. Johnson teaches in the Culinary Arts Program and Summer Institute courses. She also supervises and assists students as they rotate through their lab experience in the Center for Meeting and Learning in the areas of catering and banquet management and coordination. Ms. Johnson is a 2002 graduate of the Lane Community College Culinary Arts Program. She is also a graduate of Oregon State University, where she holds a Bachelors degree in communications. She brings to the program 25 years of advanced planning, organizing, and coordinating skills from a former profession in public policy and planning. |

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| Name | Title | FTE | Educational Credentials/Primary Job Responsibilities |
|----------------|--|---------------------------|--|
| Peter Lohr | Baking Instructor | .23 (p/t) | Chef Lohr teaches the baking courses. Chef Lohr brings with him an impressive background of classical German culinary training. He received his first Chef Degree (Journeyman's Certificate) in 1968 in Wurzburg, Germany and has been working in the field ever since. He has conducted over one thousand catering events from weddings to company banquets and picnics. Chef Lohr has been a Baking Instructor at Lane Community College since 1995. He is a member of the American Culinary Federation. |
| Joe McCully | Instructor | 1.0 (temp) | Mr. McCully teaches both culinary and hospitality courses. Mr. McCully is a seasoned professional with over 30 years of restaurant management experience encompassing all facets of concept design, marketing, advertisement as well as hands-on operational leadership. He is a recent graduate of Florida International University, where he earned a Masters degree in Hospitality Management. Mr. McCully has a Bachelor of Science degree in Business Administration from the University of Denver. He is a certified hospitality educator (CHE) through the American Hotel/Motel Association. |
| John Onstenk | Executive Chef, Instructor | 1.0 | Chef Onstenk teaches two courses in the Culinary Arts Program. Chef John comes to us with an ACF Apprenticeship and Culinary education from Spain. He has 26 years of experience in the hotel and restaurant business, including 19 years in management and 7 years as a Chef/Owner of two restaurants and a wine shop. He is currently working on his ACF certification for Executive Chef. |
| Duane Partain | Instructor, Cooperative Education Coordinator | .6 Culinary .4 Coop Ed | Mr. Partain teaches courses in both the Culinary Arts and Hospitality Management Programs. He is also the Cooperative Education Coordinator for the programs. Mr. Partain comes to Lane Community College with a Masters degree in International Management from the American Graduate School of International Management in Arizona. He brings 25 years of experience with him in restaurant, hotel management, and teaching. He has been an instructor at Rogue Valley Community College, Washington State University, and Hotel Caesar Ritz (in Switzerland). He has been an instructor at Lane Community College since 1985. |
| Clive Wanstall | Instructor | 1.0 | Chef Wanstall teaches in the Culinary Arts Program. He graduated from the Thanet Technical College's Professional Cookery Program in Kent, England in 1972. He brings with him 24 years of culinary and management experience. Chef Wanstall was the restaurant manager at Eugene's Ambrosia restaurant from 1987-2000. Chef Wanstall has been teaching at Lane Community College since 1999. He is currently working on his ACF certification for Executive Chef. |

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7) **Student Profile**

- The programs equally attract females and males. Although we are optimistic that the programs will continue to achieve gender balance in the future, we are also aware of the importance of gender balance in the academic environment and will continue to encourage and monitor it.
- Key women staff and Advisory Committee members belong to Women Chefs and Restaurateurs (WCR) and bring the female perspective and voice to the program. Four women attended the annual WCR conference in San Francisco last year and came back energized and inspired. Next year the WCR's annual conference will be held in Seattle. We are interested in taking a contingent of women students to the conference. It would be a rewarding experience to learn from and network with interesting and inspiring women in similar professions from around the country.
- Last year the guest chef for the annual Harvest Dinner, a fundraiser event for the Foundation, was Cory Schreiber, Executive Chef/Owner of the Wildwood Restaurant in Portland. This year we are sought a female chef to lead the gala event. Cindy Pawlcyn, Chef/Owner of the Mustard Grill in the Napa Valley agreed to lead the charge, however, at the last moment, she required emergency surgery and sent one of her business partners to take her place.
- The make-up of the student population in the program is diverse and includes African American, Hispanic, Native American and Asian American students as well as a broad age range from 18 to 60. In addition, we have international students in the program from Peru, Mexico, Portugal, Japan, Taiwan and an Eastern European country. The make-up of the program's faculty is also diverse with faculty members from Great Britain, Canada, and Germany.

8) **Facilities and Equipment**

Describe your campus space. What are its strengths? Its challenges?

The Culinary Arts and Hospitality Management Programs are housed in a brand new facility that opened in the fall of 2002 and in the original facility located in the Center Building. Described below are the facilities and equipment available to students in the program:

- 1) The new kitchen/classroom was designed to provide a lecture classroom environment in one-half of the room and a kitchen lab environment in the other half. In the cooking theories course, faculty and students discuss cooking theories and techniques during the first half of the class and then gain practical experience at six work stations equipped with new commercial-grade equipment. Students have access to two computers in the kitchen classroom.
- 2) Adjacent to the kitchen/classroom is a new catering kitchen that was constructed with funds raised by the Culinary Arts and Hospitality Management Advisory Committee. The catering kitchen provides meals to the Center for Meeting and Learning, the college's new conference facility. Culinary students either rotate through the catering kitchen as one of their restaurant lab experiences, or they enroll in the catering lab course. The catering kitchen opened in April 2003. All of the commercial-grade equipment is brand-new and provides a working environment similar to those in the industry.
- 3) The Renaissance Room is the student-run restaurant that is located in the Center Building. It is another learning-centered lab environment where students are able to develop and hone their restaurant cooking and serving skills. Students in the restaurant lab are able to access 2 computers that are shared by faculty, staff, and students and are trained on a point of sales system in the student-run restaurant.

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- 4) The Bakery, where the baking classes are held, is also located in the Center Building. Recent equipment upgrades include a European steam oven and other baking tools and equipment. Initial planning is underway for the redesign of this area.

Classroom Space

The new facility includes a lecture classroom for both hospitality and culinary classes. It is equipped with four computers, Internet access, and audio-visual capabilities. Other rooms within the new facility, each with similar computer and audio-visual capabilities, are also available as classrooms to the program. In the Center Building, the dining area of the student-run restaurant is used as a classroom when the restaurant is closed.

Lab Space

The Center for Meeting and Learning (CML) is the college's new conference facility. The facility is open for internal college events as well as external private/public sector events. The CML provides a unique learning-centered environment for the students of the program. The students are integrated into the daily operations of the CML and are able to gain hands-on work experience planning, preparing, and serving events ranging from small buffet gatherings to large dinner banquets. At times when large banquet events are scheduled at the CML, students are hired to prepare and serve the dinner.

Other lab spaces that support the program include the new kitchen/classroom, new catering kitchen for the conference facility, Renaissance Room, the student-run restaurant with kitchen and dining room (that also serves as a classroom), and bakery. Also serving as a lab experience is the Foodservices kitchen and service line.

What are your utilization ratios? 62%

Provide a copy of your equipment inventory.

Attached is a copy of the program's major equipment inventory.

What are your equipment strengths? Challenges?

The Culinary Arts kitchen/classroom and Hospitality Management classroom are in new facilities that are now two years old. The equipment in the kitchen/classroom is of industry standard, and it is a huge strength that our students are now able to learn how to operate equipment that will be comparable to those they will find when working in the industry. One of the challenges we continue to face in the kitchen/classroom (Building 19, Room 109) is the heating and cooling system, which has not ever been adequately operating since its installation.

The Renaissance Room kitchen/classroom and bakery are older facilities, located in the Center Building. Due to the age and outdated configuration of these two areas, they are a challenge to work, teach, and learn in. The aged equipment is also difficult to repair and maintain.

The chef instructor office in the Center Building is inadequate. It is a wire cage in a corner of the pantry/storeroom, with no privacy to meet with individual students. We also need an office for part-time baking instructors.

Do you have any plans in place for equipment replacement?

New equipment needs are assessed by faculty and staff, and funding is sought to make the purchases. In the past, we have been successful at applying for and receiving grants (Carl Perkins and technical grants) for some of the major equipment purchases. In addition, the industry members on our Advisory Committee have been generous in donating equipment to us or providing funds for new purchases. We have also partnered with the Foodservices Department to share in the purchase and use of equipment. Ideally we try to anticipate the

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replacement of existing equipment in advance of a break-down, however, we have replaced equipment on an “as needed” basis.

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Program Outcomes Data, 2003-2004

| | <i>Expected Outcomes for 2003-04</i> | <i>Actual Outcomes For 2003-04</i> | <i>Analysis of Comparison (Link to 2004-2005 Goals)</i> |
|---|---|---|--|
| <u>Enrollment Data</u> | | | |
| Unit Level: Student FTE | | 117.92 | 130.00 |
| <u>Student Success Data (PT Programs Only)</u> | | | |
| Degrees/Certificates Awarded | | 11 certificate 27 degrees | 30 total |
| <u>General Fund Budget</u> | | | |
| General Fund Allocation | | \$270,294 | \$295,415 |
| Costs of Unit Operation | | \$365,427 | \$354,845+ |
| Revenues Generated by Your Unit | | \$ 95,133 | \$ 59,430 (to date) |

** Please attach a Course Enrollment report for summer 2003 through Spring 2004. In this table, you only need to address any anomalies in course enrollment that may have occurred in 2003-2004. If you need additional rows, just add them to the template.*

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Chapter 3: Program Outcomes Analysis, 2003-2004

Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

1) How effectively did you fulfill your unit's mission?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?

Mission statement: Contributing to the success of students, the industry, and the programs through partnerships, education, and innovation.

Both the Culinary Arts and Hospitality Management Programs were effective in fulfilling its mission. Anecdotally, the programs have received positive feedback from students who have graduated and have become successfully employed in a culinary or hospitality related profession. In addition, industry members on our Advisory Committee have commented about hiring our students and assisting them with their skill development in the real world setting. The partnerships that the programs have with the industry are outstanding. The programs continue to evolve and strengthen through the joint participation of staff, faculty, students, graduates, and industry members.

2) How well did students meet your learning outcomes at both the Program Level and Course Level?

Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?

Culinary Arts Program – During the 2003-04 academic year, the catering lab was implemented so that culinary arts students would gain real world experience working in the catering kitchen of the Center for Meeting and Learning. In addition, culinary competencies were incorporated into each of the courses to meet the accreditation standards of the American Culinary Federation (ACF). At the end of the school year, both first-year and second-year students completed a survey on how effectively the program trained them in specific competency areas. In general, the students responded that the program did a good job in most competency areas. Weaker competency areas will be addressed during the 2004-05 school year.

Hospitality Management Program – During the 2003-04 academic year, the hospitality lab was implemented to allow hospitality management students to gain real work experience in the Center for Meeting and Learning. Although a program survey was not conducted with the hospitality management students, plans are underway to involve students, faculty, staff, and the Advisory Committee to review the focus of the Hospitality Management Program and to make adjustments to the course requirements, if need be.

3) How well did students meet Core Ability outcomes?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?

Through the assistance of the Culinary Arts and Hospitality Management Advisory Committee, the program's core abilities were discussed and developed to fit our programs in 2003. In order to assure that the core abilities were addressed and integrated into the program, a new course called "Communications and Guest Relations" was created for the Hospitality Management Program and an existing course called "Restaurant Kitchen Supervision" was revamped in the Culinary Arts Program. The outcomes will be assessed at the end of 2004-2005.

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4) **How efficiently did you use the resources you were given?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?

All of the resources provided to the Culinary Arts and Hospitality Management Programs were used most efficiently. Funding from each of the funds was totally spent.

5) **How well are you utilizing current technology?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?

Computers are located in the various classrooms, and students have access to them. Based on a recent assessment of program strengths, weaknesses, opportunities, and threats (SWOT), our faculty expressed an interest in increasing the collection of audiovisual tapes on culinary and hospitality related topics. Our request last year for video equipment to use in the classroom and in culinary competitions remains unfunded.

6) **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:

- *Date of meetings and number of attendees.*
October 3, 2003 – 15 attendees
November 7, 2003 – 19 attendees
December 5, 2003 – 18 attendees
January 9, 2004 – 19 attendees
February 6, 2004 – 27 attendees
March 5, 2004 – 23 attendees
April 2, 2004 – 17 attendees
May 7, 2004 – 21 attendees
June 4, 2004 – 18 attendees
- *Attach membership list indicating community members, businesses and LCC faculty/staff.*
There are 33 members on the Culinary Arts and Hospitality Management Advisory Committee. The membership list is attached.
- *Describe committee involvement with curriculum changes, list any recent changes.*
The Advisory Committee is involved in major curriculum changes. Back in 2002, a subcommittee was created to revamp the curriculum for the Culinary Arts Program in preparation for ACF accreditation. Another subcommittee was formed to review the curriculum of Hospitality Management Program and to develop core abilities for both programs. The outcome of this subcommittee's work lead to the development of a new course to focus on the core abilities and changes being made to other existing courses.

Attached is a table showing the Advisory Committee's Annual Review of the Culinary Arts and Hospitality Management Programs.

- *Other advisory committee information*

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The Culinary Arts and Hospitality Management Advisory Committee is a very strong committee made up of industry representatives, staff, faculty, students, and graduates of the programs. The Advisory Committee has successfully raised funds for the catering kitchen in the Center for Meeting and Learning as well as scholarships for students. Committee members are helpful in discussing the needs of the industry and working on subcommittees to restructure the curriculum in ways responsive to the identified needs. We consider ourselves very fortunate in having one of the most talented and committed Advisory Committees on campus.

7) **How well did you meet faculty and staff goals ?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?

Professional development is an ongoing faculty and staff goal. Faculty members worked on developing their own professional development plan. Staff members participated in professional development activities through the college.

8) **Review your initiatives from 2003-2004.**

For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? What challenges arose? How effectively were you able to utilize resources? For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for

Improve Hospitality Management Program through the funding of a permanent full-time Hospitality Management instructor. This initiative was not funded last year; however, the position continues to be partially funded by general funds and partially by increased student fees. We would like to have this position permanently funded and are interested in pursuing different funding mechanisms to accomplish this end.

Expand Baking Program toward ACF-Certified Pastry and Baking Certificate Program

\$3,700 in curriculum development funds were received to begin researching the development of an ACF-accredited Baking and Pastry Program at Lane Community College. Chef Instructor Chris Crosthwaite is leading the research. Additional curriculum development funds will be sought to complete the next phase.

Video Support for Culinary Arts

Video equipment to videotape food preparation skills in the classroom was not funded last year. A more expansive need for video equipment has arisen, and this request is resubmitted for TACT or Carl Perkins funding this year.

Expand Services and Support to Students

This initiative to increase the FTE of our administrative support specialist was not funded last year. The demands on this position continue, and we are interested in pursuing other funding mechanisms to increase the FTE of this position to full-time.

Create a program assessment system that includes an alumni program for graduates and tracking system for former students

\$2,000 in Carl Perkins funds were received to develop a model student alumni program. Initial work will begin in January 2005.

Expand the professional culinary classes for students and community

In the summer of 2004, Kusuma Cooray, one of Hawaii's most celebrated chef, offered classes to students and community members. In addition, chef instructor Clive Wanstall offered a basic cooking class to high school students. These classes were part of Lane's Summer Academy and were well received by those who attended. We are interested in continuing to expand this aspect of the program.

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9) **Overall, what strengths do you believe your unit demonstrated in 2003-2004?**

We are presently in the process of developing a 3-year strategic plan for the Culinary Arts and Hospitality Management Program. In September 2004, faculty and staff discussed the programs' strengths, weaknesses, opportunities, and threats. Information from this assessment is presented below.

AREAS OF STRENGTH

A. Admin and support:

- Good admin and LCC support
- Supportive personnel
- Strong leadership

B. Ongoing program development:

- New targeted program: new classes
- Current planning and development
- Creative group, full of new ideas
- Embracing change

C. Students and potential:

- We attract students – waiting list for culinary
- Students feel a sense of inclusion in the CML
- Cooperative Education – jobs for grads
- Industry need for trained people
- Employers want to hire our students

D. Faculty and staff:

- Quality of staff
- Faculty will to learn and grow
- Faculty relate well with students
- Cooperation of staff (attitude)
- Instructional staff backgrounds; team has varied background and skills
- Committed staff and faculty
- Field experience
- Enthusiasm of team
- Strong and talented faculty/staff that is passionate about what they do

E. Advisory Board

F. Community involvement:

- Good community relations, i.e., Advisory Board dinners, Chef's Night Out, Whiteaker Thanksgiving Dinner
- High visibility of our students in the community
- Culinary Program highly visible

G. CML Building and Facilities:

- New building
- Facilities have potential

H. Alumni:

- Working with past students more, so current students can see where graduates have gone

I. Program cost:

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- Tuition is a great value
- Low program tuition costs

J. Student uniforms

10.) Overall, what challenges do you believe your unit faced in 2003-2004?

CHALLENGES

A. Equipment needs:

- Create “in-house” AV materials
- Outdated/limited instructional AV materials
- Lack of equipment in certain areas
- Instructional videos and support materials
- Office equipment
- Small equipment

B. Funding:

- Funding for equipment in the kitchen/classrooms, from small wares to ovens
- Funding for equipment in the bakery
- Need more stable funding for staffing
- Need more funding for program and professional development
- Financial situation
- Low funding

C. Center Building facilities:

- Baking and pastry physical facilities
- Ren Room kitchen, dining space, and faculty offices

D. Instructor skills (Professional development):

- Basic computer skills in e-mail, Excel, and Word
- Formal education skills for instructors
- Faculty lack basic skills in creating computer documents

E. More of Annie (expanding services and support to students):

- Lack of admin support – increase FTE

F. Program marketing:

- Program marketing and PR
- Update website
- Develop a cookbook

G. Student retention and graduation:

- Graduate tracking
- Student retention 60%

H. Lab support:

- Improve lab support for instructors

I. Gender balance:

- Need more women chefs on faculty

J. Organization/planning:

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- Too many projects, not focused or prioritized
- Follow through, sometimes

OPPORTUNITIES (Areas to Develop and/or Strengthen)

A. Baking and Pastry Program:

- Development of Baking and Pastry Program
- Creating add-on programs, Baking and Pastry or Community Education
- Baking and Pastry Program

B. Community classes (programming):

- Expanding program courses and clientele
- Summer programs (cooking, wine)
- More satellite classes open to the public
- Lots of demand for professional and community courses
- C. E. course development
- Cooking classes for the community and industry
- Non-credit
- Culinary tourism
- Tie in with culinary cuisine
- Broad interest in culinary

C. Vision for the future:

- Future Planning (3 – 5 years)
- Creating a new vision
- Develop a cookbook
- Continuing the momentum

D. Guest speakers (programming):

- Guest speaker program
- Speakers and special projects
- Bring in experts, guest chefs, and lecturers
- Professional development

E. Partnerships – program link with community:

- Partnership with the industry, supplies to support program
- Farm fresh network
- A supportive community

F. Fee increase:

- Increase in tuition cost
- Increase fees/price

G. Hospitality Management Program accreditation:

- Hospitality Program accreditation

H. Connections and exchanges through Tim Craig:

- Hawaii

I. Formal alumni program

J. Professional development

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K. ACF accreditation

L. Facility

M. Student-community partnerships

- Formal externships
- More student involvement in FS and CML
- Standardization: culinary students/community

N. Torch column

O. Improve recycling in the CML (compost)

P. Poll students to find their level of satisfaction with our program and grow from their suggestions

Q. Reach out to high schools

R. TV show – regular participants

THREATS (Areas Outside of Our Control that May Impact Us)

A. Competition from outside:

- Other CA “schools” in the community
- Other programs with better funding
- Competition: other ACF, CC programs + private offerings, such as bartending
- Shrinking enrollment (other schools)
- Outside competition, other programs, continuing ed.
- Continuing ed cooking classes

B. Dealing with change:

- Changing the status quo
- Lots of changes, turmoil with student schedule, etc.

C. LCC structure

- Perceived favoritism towards our dept
- Admin’s view of grad’s local placement

Finances

- Student reaction to tuition increase
- Financial problems of C.C.
- Economy – four more years

Student issues

- Students need lots of hand holding

11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*

All of the challenges and opportunities facing the programs are valid ones, that if addressed, would lead to the continued development and growth of our programs in ways that meet the college’s vision and mission, core values, strategic directions, learning-center principles, and core abilities. We are a department, made up of forward-thinking and energetic faculty and staff. We are willing to discuss different revenue generating

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mechanisms in order to fund many of our challenges and opportunities because we view them as vital to the educational experience of our students.

Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. When proposing an initiative(s), use the following structure for each initiative proposed:

- 1) Initiative Title Division Priority #1
Priority #1: Fully Funded ACF-Accredited Program

2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?

The Culinary Arts Program received the prestigious American Culinary Federation accreditation in July. This accreditation brings both added value to our program and an added degree of obligation to our faculty and staff. Our program is very visible and known throughout the community as a prime example of the excellent education that Lane offers. During the college's self-study and accreditation process this fall, the Culinary Arts Program was cited as an example of what Lane does well.

We are concerned about this because several areas of our program are unfunded or under-funded. It is our desire to solve our funding issues by increasing the cost of our program by either adding a program fee (Fund 9) or using another method.

Our Advisory Committee has reviewed our request to increase program fees. A letter of support is available on file. Staff has spoken to the Hospitality/Culinary Student Club president (a culinary arts student), the student representative on our Advisory Committee, and recent graduate on our Advisory Committee. All three concur that with the program's added value due to the ACF accreditation, and with our commitment to raising student scholarships, they would support the need to increase program fees. The value added for students graduating from an ACF-accredited program far exceeds the increase that we are requesting.

We propose adding \$3,000 per student over a two-year period. We estimate that this will generate \$110,000 annually for the program. This would increase student tuition and fees from the current \$8,690 to \$11,690. This is still far below our competition:

- Western Culinary Institute in Portland is \$35,000+,
- Southwestern Community College in Coos Bay is \$18,000, and
- Central Oregon Community College in Bend is \$6,500+ for a one-year certificate.

We realize that this may create a financial hardship for some students. Our faculty and Advisory Committee are committed to continuing to provide scholarships for our students. Between \$20,000 and \$25,000 in scholarships is available each year for our first-year and second-year students. We will continuously work to increase scholarships for our students.

At a time when state funds for Lane appear to be shrinking again, we are proposing a new way to fund our program needs. We believe that assessing program fees would be just one way to fully fund our program and are open to other ways that would fully fund our program. For now, we propose piloting this program fee concept for a one or two-year time period, then evaluate its effectiveness.

This initiative would allow us to fund several challenges and areas of opportunity outlined in our Program Outcome Analysis for 2003-2004. They are described below.

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3) **Describe the initiative**

There are several areas in which our program is unfunded or under-funded. All of them were cited as weaknesses (challenges) or opportunities in an assessment of Strengths, Weaknesses, Opportunities, and Threats (SWOT) conducted during our Faculty/Staff Inservice in September 2004 (see Chapter 3, Program Outcomes Analysis, #9). Each area of the initiative is linked to a challenge or opportunity in Chapter 3 and described:

- Stable funding for faculty (Challenges, B)
Increase FTE for two faculty positions.
 - A. Increase first position from .6 FTE to 1.0 FTE. Presently, this position is funded temporarily. We need to convert it to a permanent full-time position in order to maintain a quality program. This position teaches in both the Culinary Arts and Hospitality Management Programs.
 - B. Increase second position from .7 FTE to 1.0 FTE. Presently, course fees are covering the unfunded portion of this position. Again, secured, permanent funding is necessary to maintain a quality program.
- Expanded services and support to students (Challenges, E)
 - A. Increase FTE for administrative Support Specialist from .5 FTE to 1.0 FTE. The nature of our programs require extensive contact between students, the community, and our programs. A half-time assistant is not adequate to meet the workload required by the program. Extra duties include uniform and knife distribution, Classical Cuisine Dinner ticket sales, monthly advisory committee meetings, program application and scholarship processes, and maintaining data as required for ACF accreditation.
 - B. Fund instructional specialist position at 1.0 FTE. This position is presently paid for through revenues generated by the Center for Meeting and Learning, but the activities performed are more accurately in support of the Culinary Arts and Hospitality Management Programs, including the Harvest Dinner, Summer Academies, guest chefs, competitions, etc.
- Professional development funding, above LCC's contribution (Challenges, B and Opportunities, J)
ACF and CHE certification costs about \$800 - \$1,000 per year to gain and maintain certification and fund professional activities. This exceeds the \$1,700/3 years available through FPD funds; plus, sometimes the funds have been spent, and there is no money available for our faculty.
- Programming (Opportunities, D)
Funding for, guest chefs, competition costs, etc.
- Equipment and repairs (Challenges, and B)
Culinary kitchen/classroom equipment purchase and repairs. It used to be that the Culinary Arts Program had easy access to Carl Perkins for funding of equipment. In the past few years, this source has gotten increasingly competitive. We must have current, industry-standard equipment for the program. The equipment purchased will range from small wares to ovens in the culinary kitchens/classrooms.
- Program marketing (Challenges, F)
- Uniforms, materials and supplies
Presently, students pay a \$275 program fee that covers the cost of their uniforms, knives, and other materials and supplies. These items will continue to be provided to students. In addition, instructors and staff will be provided with uniforms.

All of the students of the Culinary Arts Program, present and future, will benefit from this initiative. The quality of the program will be enhanced, and graduating students will leave with exceptional skills and training that will benefit them throughout their careers.

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4) **Describe the resources needed**

See attached *Initiative Spreadsheet*. Actual resources and equipment are described above.

5) **List the possible funding sources**

We are hoping that this would be a pilot funding initiative, using program fees to cover the costs of under-funded or unfunded program areas. Beginning in Fall of 2005, each new student would pay \$3,000 in program fees over a two-year period.

6) **Provide ORG & PROG codes**

452100-112000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

This directly supports the college mission of creating a learning-centered community college that provides affordable, quality, lifelong educational opportunities.

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- 1) **Initiative Title** **Division Priority #2**
Priority #2: Define vision and future direction for the Culinary Arts and Hospitality Management Programs
- 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**
This initiative is addressed in Chapter 3, #9, under Opportunities, C. With faculty retirements and new faculty and staff hired within the last 2-1/2 years, it is important for us to be able to spend solid chunks of time with one another and to agree on the future vision of the programs.
- 3) **Describe the initiative**
 1. For right now, we envision a process, whereby faculty and staff will work together in a series of retreat away from campus and a focus group will be formulated with members of the Advisory Committee and other interested parties from the community to discuss and assist us with our new vision.
 2. Request for 300 hours of curriculum development allotted as follows:
 - A. Hospitality Management Program – Redefine, change, and be innovative in determining what our Hospitality Management Program is (100 hours of curriculum development).
 - B. Culinary Arts Program – Integrate ACF standards as the cornerstones to our program and not as the addendum to the curriculum (100 hours of curriculum development).
 - C. Baking and Pastry Program – In response to industry and student request, continue with the research and development of an ACF-accredited Baking and Pastry Program (100 hours of curriculum development).

The outcome of this initiative is that we will have know where we want to go in the next 5-10 years. At the same time, our programs will be clearly defined, and our program/curriculum will center around the cornerstones of well-defined national standards. This will be of great benefit to all of our future students here at Lane.
- 4) **Describe the resources needed**
300 hours of curriculum development as specified above.
- 5) **List the possible funding sources**
This initiative will improve student learning in the following ways:
 - We will have a clear vision of the future of the Culinary Arts and Hospitality Management Programs and will be able to clearly articulate this to future students.
 - The Hospitality Management Program will be responsive to the current trends and needs of the hospitality industry. It will be important for students to have the right skills and training that will lead to successful careers in the industry.
 - The Culinary Arts Program will have a curriculum that evolves around the ACF competencies. Students will be clear about what they can expect from the program and what is expected of them. This clarity will create an open and honest learning environment that is focused on the needs of student and may improve our retention rate.
 - The Baking and Pastry Program may be on its way to reality. For years, students have expressed an interest in such a program. This could lead to an increased number of fabulous bakers in the community and will attract students who otherwise may not be interested in coming to Lane.
- 6) **Provide ORG & PROG codes**
452100-112000
- 7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**
This initiative will bring about change and innovation in our Culinary Arts Program and will take us to the next level. Everything we do is in keeping with the college's vision, mission, core values, and strategic direction.

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- 1) **Initiative Title** **Division Priority #3**
Priority #3: Improve baking and pastry resources in the Culinary Arts Program
- 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**
This initiative is addressed in Chapter 3, #9, under Challenges, B. During our Faculty/Staff Inservice and in general Faculty/Staff meetings, we have discussed the need for new commercial-grade bakery equipment to meet the needs of our required baking courses.
- 3) **Describe the initiative**
This initiative would allow the pastry chef, teaching required baking course, to have basic baking equipment that works and is of commercial-grade. Presently the baking equipment is aged, requires frequent repairs, or does not exist as part of the baking courses. The baking equipment will be housed in the bakery in the Center Building. The baking equipment will benefit first-year culinary students, who are required to take two courses in baking. In the future, the equipment will be of benefit to the students of the Baking and Pastry Program, should the program be implemented. Knowing how to use basic baking equipment is very important to the student as he/she will be prepared
- 4) **Describe the resources needed**
\$25,000 for the purchase of new commercial-grade equipment that includes \$15,000 for a Hobart mixer, \$5,000 for smaller commercial-grade KitchenAid mixers, \$3,000 for different types of scales (baker's balance weight, spring-loaded mechanical, and digital scales), and \$2,000 for small ware (mixers and other small baking equipment and supplies). See attached initiative spreadsheet.
- 5) **List the possible funding sources**
Carl Perkins funding. Our preference would be to have this initiative fully funded since we are requesting funding for the top priorities of baking equipment needs. That said, we would be most appreciative of at any funding received and would put that to good use immediately.
- If you identify Carl Perkins as a possible funding source, please answer the following questions:
1. How does the request meet one or two of the Carl Perkins act goals?
 2. How will the use of the funds contribute to the success of Lane's Professional Technical students?
 3. Briefly describe your past history of utilizing Carl Perkins funds.
- 6) **Provide ORG & PROG codes**
452100-112000
- 7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**
This initiative would get us closer to a fully functioning bakery with proper equipment for students to work on and develop skills around. This initiative supports the college's core values and strategic direction.

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- 1) **Initiative Title** **Division Priority #4**
Priority #4: Expand the professional culinary classes for students and community, with emphasis on industry and professional cooks
- 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**
This initiative is addressed in Chapter 3, #9, under Opportunities, B – community classes and D – guest speakers.
- 3) **Describe the initiative**
Culinary arts and hospitality management include a broad array of curriculum topics that many people find interesting. We would like to expand our credit offerings by including more elective classes for our existing students that would also be attractive to professionals keeping current in the industry, to other interested people in the community, and to high school students who may want to take a weeklong course in learning to cook. This could be additional trends courses for a full term or short courses during a week in the summer. We would include visiting guest chefs and hospitality professionals. This could be tied into the culinary tourism movement at the Oregon state level. The product of this initiative would be expanded courses. We observe there to be a heightened interest currently for anything culinary. We have excellent instructors and staff, an incredible facility, and believe we have more to offer to the students and community. This has the potential of benefiting our current students by offering them additional optional courses, current members in the industry and the general public.
- 4) **Describe the resources needed**
With a strong infrastructure in place, we believe this can be a self-support venture with no additional outlay from the college. It is, however, predicated on acceptance of the CCS initiative of stabilizing the infrastructure, and the two CA & HM initiatives including improve the hospitality management program and expanding services and support to students. Some start-up funds for discreet projects may be needed from time to time, and would be requested separately.
- 5) **List the possible funding sources**
The immediate intention is for this to be a self-supporting venture through program fees.
- 6) **Provide ORG & PROG codes**
452100-112000
- 7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**
This supports the core values of learning, innovation, and collaboration and partnerships. We would be creating new courses in differing formats, partnering with others in the community or beyond, and enhancing opportunities for a broad range of people to have greater access to culinary and hospitality skills and knowledge.

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Culinary Arts and Hospitality Management Program

- 1) **Initiative Title** **Division Priority #5**
Priority #5: Creating an accessible learning and working environment.
- 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**
This initiative is addressed in Chapter 3, #9, under Challenges, C – Center Building Facilities.
- 3) **Describe the initiative**
This initiative would create an accessible learning and working environment in the Renaissance Room, the student-run restaurant and lab by having the classroom, kitchen, and faculty office in close proximity to one another. Presently, the faculty office is inadequate and located away from the kitchen and classroom. It is a wire cage in a corner of the pantry/storeroom, with no privacy to meet with individual students. (We are also in need of an office for part-time baking instructors).

Here are the specifics:
 - The faculty office would be relocated to the space presently used for janitorial supplies. This will provide the instructor with a more efficient space in close proximity to the kitchen lab and classroom.
 - The 57 square foot space can be remodeled for use as office space quite inexpensively. It presently simply houses the janitorial supplies, which can be easily relocated within the Food Services kitchen facility.
 - Annually, the Renaissance Room provides instruction and kitchen lab experience for up to 100 students. The Renaissance Room is also used for other credit and non-credit classes as well as college special events.
 - Students will benefit from this initiative by the fact that their instructor will now be available within the instructional area and will be able to provide a more improved and efficient learning experience.
- 4) **Describe the resources needed**
We estimate the cost of this renovation to be \$5,000. Resources needed would probably be provided by the Facilities Department with prior discussions taking place with Foodservices staff, division chair, and faculty.
- 5) **List the possible funding sources**
Please suggest to us what an appropriate funding source would be. This initiative could not be partially funded.
- 6) **Provide ORG & PROG codes**
452100-112000
- 7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**
This initiative makes the Renaissance Room more accessible and accommodating to all culinary arts students. It would greatly enhance the learning and working environment. This initiative supports the college's core values and strategic directions.

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- 1) **Initiative Title** **Division Priority #6**
Priority #6: Video Support for Culinary Arts

- 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

- 3) **Describe the initiative**

Video is an inexpensive form of providing support instruction in the professional technical field. We have developed, with the use of a handheld camera, a demonstration video on boning a chicken and creating an ice sculpture. These have proven invaluable to students. Students who miss a class or demonstration or wish to review a technique have access to the information at all times. They can follow a broad curriculum at a pace that meets their own needs and time schedule. Students will be able to prepare for practical competencies by viewing a demonstration prior to their own execution and following along with pause function of most VCR's.

Video tapes would be made in the Basic Food Preparation first year classes and the Regional, International and Garde Manger second year series. Three video cameras would be permanently installed in the Culinary

Demonstration Classroom in Building 19, over the prep table, over the range and directly on the instructor. A switchbox is included to easily switch cameras as appropriate. Two TV/VCRs are located around the classroom so that students in the back of the room can see the demonstration in real time. Meanwhile, classes are being taped to be added to the library. Culinary skills involve fine movements. Much information is covered in class, and it is easy to miss the nuances of a particular skill.

In addition to these uses, the video equipment would be used by guest chef as they perform culinary demonstrations and at culinary competition, where activities going on in the classroom/kitchen can be simulcast in other rooms for viewing by guests.

Describe the resources needed

Resources needed total \$7000.

- 5) **List the possible funding sources**

Funding sources could include a TACT grant or Carl Perkins Funds. This initiative would not lend itself to partial funding.

- 6) **Provide ORG & PROG codes**

452100-112000

- 7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

This is a learning-centered initiative. This initiative recognizes the unique needs and potential of each learner, and recognizes that not all learners get it the first or even second time around. It provides back-up support for their learning, so they may go back and review the tapes, practice on their own and go at their own speed.

This initiative supports innovation and creativity. The best culinary education venues have similar systems. This innovative approach strengthens the learning and builds confidence in the learner.

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Chapter 5: Expected Unit/Program Outcomes for 2004-2005

What program outcomes do you expect to achieve in 2004-2005?

1) What program level outcomes do you expect to achieve?

In 2004-2005, we plan to clearly define the focus of the Hospitality Management Program. A subcommittee of the Advisory Committee will meet to examine the industry needs, resources available through the college, and other established programs in the region. In addition, we will continue to research and pursue the development of an ACF-accredited Baking and Pastry Program. Finally, with the Culinary Arts Program's recent accreditation by the ACF, we will continue to revise our program to fully integrate the ACF competencies and invest in the professional growth of our faculty and staff in order to provide a quality program.

2) How will your program enhance your students' abilities to meet Core Abilities outcomes?

What changes, if any, do you expect to implement in 2004-2005?

Through the assistance of the Culinary Arts and Hospitality Management Advisory Committee, the program's core abilities were discussed and developed to fit our programs in 2003. In order to assure that the core abilities were addressed and integrated into the program, a new course called "Communications and Guest Relations" was created for the Hospitality Management Program and an existing course called "Restaurant Kitchen Supervision" was revamped in the Culinary Arts Program. These changes were implemented in fall 2004, and the outcomes will be assessed at the end of spring 2005.

3) What course level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

In addition to the course changes described above, ACF competencies will be integrated into all of the courses offered by the Culinary Arts Program. Faculty will determine how each competency will be addressed and what the student outcome is.

4) What plans do you have for enhancing your use of current technologies?

We are interested in expanding our collection of audiovisual tapes to include recent releases of culinary skill development and hospitality tapes. In addition, we are interested in purchasing video equipment for uses in our classrooms and uses related to our culinary competitions and special guest speakers/chefs.

5) What plans do you have for working more effectively with your Advisory Committee?

We have an outstanding Advisory Committee that works effectively with faculty, staff, and students. The Advisory Committee has done remarkable fundraising for our facilities and has worked tirelessly to get the Culinary Arts Program accredited. Now that many of the committee goals have been achieved, it may become a challenge to keep the committee going at the level that it is accustomed to.

6) How will you set faculty and staff goals?

How will you ensure the participation of faculty and staff in all phases of Unit Planning?

Faculty and staff goals get set at regular faculty/staff meetings throughout each term. Unit Planning activities were scheduled and completed at faculty/staff meetings.

7) Enrollment Data

Please provide your projected goals for 2004-2005:

- | | |
|------------------------------|--------|
| ▪ Program Level: Student FTE | 130.00 |
| ▪ Capacity Analysis | 75% |

*Lane Community College
Culinary Arts and Hospitality Management Program*

8) **Student Success Data**

Please provide your projected goals for 2004-2005:

- Degrees, Certificates Awarded 30 degrees and certificates

9) **Facilities and Equipment**

What facilities or equipment goals do you wish to set for 2004-2005?

One of our facilities goals is to have our heating and cooling system operational in the new kitchen/classroom (Building 19, Room 109). The heating and cooling system has not been fully operational since its installation more than 2 years ago.

10) **Budget**

Please provide projected goals for 2004-2005:

- General Fund:
 - General Fund Allocation \$295,415
 - Actual Costs of Unit Operation \$354,845
 - Revenues (Course Fees, etc.) \$ 59,430 (collected to date, 12/15/04)

Gary Rodgers
Advisory Committee Chair

12/15/04
Date

Peg Allison
Division Chair

12/15/04
Date

***DEADLINE FOR UNIT PLANS
DECEMBER 15, 2004***