
Chapter 5: Program Initiatives to Improve Performance

“How do you propose improving future performance?”

**When proposing an initiative(s), use the following structure for each initiative proposed:*

Improve Hospitality Management Program

Priority: 1

- Hospitality Management students have given feedback to the vice president for instruction, the director, and faculty asking for improvements to their program. Complaints centered around having too many part time instructors, not having hands-on opportunities at the Center for Meeting and Learning to practice their skills, and using outdated technology. We have made strides in correcting these deficiencies, by hiring a temporary full-time instructor, upgrading the computer lab in the hospitality classroom, and creating hospitality management lab experiences using the CML. This initiative is to make this a permanent position, funded by the General Fund. There is new emphasis on the Hospitality Management program, as it becomes more visible in it's partnership with the CML. It becomes critical that we have faculty who are deeply connected with the program as well as the overall goals of the college and division. The product will be a stronger HM program. This change will benefit both the hospitality and culinary students, approximately 150 each year. Our new temporary faculty has already initiated activities that will build the connection with the students such as quarterly HM newsletters, arrangements for national and regional guest speakers, working with the culinary faculty to equalize the student club to benefit hospitality students as well as culinary students, and working to upgrade the curriculum. We do not want to lose this momentum.
- Additional resources needed are approximately \$43,000 annually.
- The position is currently funded partially by general funds and partially by increased student fees. We feel this is an unfair burden on the students and funding should be shifted to the General fund as soon as possible.
 - Can this project be partially funded? Yes, this project could be partially funded, or more preferably phased in over a two-year period. Minimum funding could be an additional \$22,000 during 2004-2005 and \$22,000 during 2005-2006.
- Provide ORG & PROG codes: 111100-452100-540500-112000
- 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 supports the vision of the college of transforming lives through learning. The hospitality industry is growing and offers Lane's students an excellent opportunity to enter the field and advance their lives through their career. Improving the HM program will improve the opportunities for students to transform their lives because they will receive a richer experience when they are here.

Lane's mission includes a learning centered college that provides affordable, quality professional technical training. This initiative directly addresses the mission of the college.

This initiative speaks to the core values of learning, innovation, collaboration and partnership and accessibility. Under learning, it shows respect for the needs and potential of the learners by acting on the concerns the hospitality students had, as well as working together to create a learning-centered environment. Under innovation, combining hospitality instruction with the CML is a creative experiment and it takes knowledgeable and dedicated faculty to make this happen. Under collaboration and partnership, the Advisory Committee of the Culinary Arts and Hospitality Management program has partnered for continuous improvement of the program. They support this initiative whole heartedly. Under accessibility, currently the hospitality students are paying extra fees to have a full time faculty member. This creates a financial hardship on many of them that could be a barrier to learning. By switching funding to the General Fund, this will take some financial pressure off students.

- We supported 186 fte last year with the assistance of .5 fte administrative support specialist. The needs of the program, faculty and students is for greater access to support services. We are requesting to extend the schedule of the administrative support specialist to .75 fte, from 20 hours to 30 hours each week. The product of this initiative will be more support staff available to meet student needs, to assist faculty, to assist the community who sign up for our quarterly Classical Cuisine dinners, and to support program needs and initiatives. The product of this initiative will be greater service to students and others. CA&HM have high attrition rates. Our administrative assistant often is the first one to hear of problems that students are having in being successful in the program. With more office hours, she can play a stronger role in referring students to faculty and counselors so they might get the help they need to be successful. We are implementing application processes for both programs. This has already shown to be effective in student success as we are taking in those students who meet minimum qualifications. This is a time intensive process and warrants additional staff time to complete. The CA program is going through the ACF accreditation process. This requires extra administrative work on our behalf. Both programs are going through curriculum overviews and changes. This requires extra time administer. Our program requires uniforms, knife sets and lockers to be issued to all students. Ordering and issuing is very time consuming. We take reservations for over 300 people for our popular Classical Cuisine dinners each term. Providing good customer service when the public calls takes extra time. We have one of the most active advisory boards on campus. They meet monthly. Maintaining membership lists, getting agendas out and accurate minutes distributed takes time. Again, because we are dealing with the public, we want to do an excellent job. Not only would our 150 students benefit from the increase in hours and services, but the public would benefit, too, to increased access.
- We need an additional \$10,000 of General Fund allocation to implement this initiative. It is possible that this project be partially funded... any additional funding would be helpful. However, we do believe the program would be best served by the full funding.
- Provide ORG & PROG codes: 111100-452100-530400-122000
- 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 serves the vision of the college, transforming lives through learning, because our administrative assistant plays a key role in supporting the needs of the students, and keeping them in the program so that their lives can be transformed.
This initiative speaks to the values of diversity and accessibility. Many of our culinary and hospitality students are from diverse socioeconomic backgrounds, many returning to school in mid or late life, some from other countries. This initiative expands the time that we have administrative assistance available to support those students.

We are implementing several activities that we hope will improve student retention, which is one of the strategic directions of the college. The administrative specialist supports these efforts to improve student retention, and this takes time.

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

Priority: 3

- We are presently working on our self-study for accreditation from the American Culinary Federation (ACF). Our program weakness is in the area of program assessment. We have no formal way of tracking and staying connected to our graduates and students who leave our program before graduation. We understand that this can be a challenge to the college as a whole also. We would like develop a model program that will systematically track our students in order for us to know how they advance in their careers after graduation as well as what the issues might be for students who leave the program before graduation. We would like to have the resources available to begin developing this in 2004-05.

One component would be to develop a model student alumni program. Initial thinking is that this program would include creating a website specifically for culinary arts and hospitality management alumni, encourage them to keep in touch by email or mail, we would send out an alumni newsletter fall, winter, and spring, and among other things, include short features about where alumni are and what they are doing. We could create a formalized program of alumni speakers in our current classes and even visiting high school classes (Alumni in the Schools) as a recruiting effort. We could create an annual alumni event, inviting alumni to come back, and share their stories with us and the students. We believe a stronger connection with our former students could serve as good feedback to us as to what they learned was most beneficial in building their career, inspiration to our current students and connections for cooperative education and job placement opportunities. This connection may also create valuable contacts and donors for our Foundation. The 150 students would benefit from a more deliberate infusion of alumni into the program.

The second component would be a tracking system for students who leave the program before graduation. Presently, our student retention rate is low. We lose about half of our students after the first year of the program, and then, only a handful participate in graduation ceremonies. We would like to find out why this occurs and to implement solutions that will address this.

- We are requesting \$2,000 for the alumni program for start-up funds to support this initiative and \$6,000 to develop a system to track our former students and improve the retention rate. Carl Perkins or General Funds could be sources of funds.
- Provide ORG & PROG codes: 111100-452100-530400-122000

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 supports a professional technical program. It also speaks to the core values of learning, collaboration and partnership and innovation. Former students systemically involved in our program can bring us information and opportunities that we would not otherwise have access to. We believe we can create a model where everyone benefits.

This may support the strategic direction of improving student retention as it gives us a vehicle to be communicating with students who leave the program, whether they have graduated or not.

We can learn what worked and what didn't for former students, and put that knowledge to work in keeping our current students and improving what we offer them.

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

All of the above special populations are currently enrolled in our programs.

How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Student Skills Gain Goal:

Improve the technical skills of students participating in vocational and technical education programs by: Strengthening the vocational and technical components of such programs to ensure learning in vocational and technical subjects. This program brings alumni back to share their expertise with the current students and to inform us of the actual effectiveness of our program in informing their career.

Secondary/Postsecondary Connections Goal:

Community college vocational and technical education programs will coordinate and collaborate with secondary and other postsecondary connections. Our Alumni in the Schools program could serve to strengthen the connection with high schools.

- Describe how this project might show collaboration with Lane County high schools. In addition to having our alumni return to our classrooms for visits and guest lectures and demonstrations, we could offer an option for alumni to visit high school culinary and hospitality classes as guest speakers and representatives of Lane's programs. This could be quite inspirational for high school students. We could invite alumni back to help judge the annual high school competition that we host.

Expand Baking Program toward ACF Certified Pastry and Baking Certificate Program *Priority: 4*

- Beginning this year, in order to reduce the workload for culinary arts students to a manageable number of credits, we changed the baking requirements from 3 classes to graduate down to one. Baking is a valuable component in the culinary field. At the time that we made the reduction, the Culinary Arts and Hospitality Program Advisory Committee requested that we plan to expand the program to offer a certificate and seek accreditation as an ACF accredited Baking and Pastry program. This initiative is to begin the research and program development necessary to that end. This extends over 3 years, with the goal of receiving ACF accreditation during 2006-07. Culinary Arts students would be able to add a Baking and Pastry certificate to their credentials; people already in the industry could come to Lane to add to their skills or to complete a one-year certificate, and people from the community could attend courses for personal enrichment.
- Describe the resources needed
Resources needed for the first phase would be \$5000 to cover the faculty and staff time in research and development of the program.
- Funding source would be through Carl Perkins Funds. The project could be partially funded at \$3000, if we receive funding for initiative 5, Additional Administrative Support.
- Provide ORG & PROG codes: 820011-452300-610000-150000
- How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

All students have access to the Culinary Arts and Hospitality Management Program, and students of special populations are represented in the program. Our counselors, Betty Svarverud and Carolyn Litty, Student Health Services, Women's Program, Disability Services, and other appropriate campus services are involved in the recruitment of new students and in providing support to students currently in the program. The faculty and staff are sensitive to the needs of students, and when a need arises for special accommodations, every effort is made to meet it. Our current student population reflects participation by all the special populations noted above.

How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

1. Student Skills Gain Goal: Improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the vocational and technical components of such programs to ensure learning in vocational and technical subjects. Baking is a specialty area of culinary arts, attractive to many students. We have received feedback from many students that they would like more training in this area. In addition, we have heard from our advisory committee that the industry could use more trained bakers. With this initiative, we can offer new technical skills that will enhance our current student's skill set and attract additional students who are solely interested in baking and pastry.

esDescribe how this project might show collaboration with Lane County high schools.

As part of the recruitment process, the Culinary Arts and Hospitality Management Program will hold orientation sessions throughout the year. High school students and others interested individuals can tour the new facility, visit classes that are in session, and determine if the expectations of the program meet their personal goals. Anecdotal information tells us that a certain number of high school students are attracted to baking as a career option. We believe this initiative will add to what we have to offer for high school students.

We currently offer one scholarship each year for each high school culinary or hospitality instructor to award to outstanding students who are enrolling in our CA or HM program. This could easily be extended to include a baking scholarship to students who have been enrolled in some baking program at the high school level and want to pursue that path at Lane.

- 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.

It has been demonstrated that the students are well conditioned to learn with the medium of video. For example,

- Josh DeSantes, in March 2003 was a bronze medalist team member in the state championships. The judge said "this was the best butchery I have seen in the competition." Student DeSantes had been exposed to one demonstration and had watched the video tape created in the Renaissance Room. He practiced at home with the video tape using the pause button to stop at points of interest.
 - Josh Robillard, in May 2003, created a full size swan ice carving after 2 classes of ice carving fundamentals on two different forms and watching a 75 minute video that was created by the culinary instructor on carving swans. Student Robillard's creation was an excellent replica of the video demonstration and was displayed at a classical cuisine dinner for 300 of the public.
 - There are 75 first and second year students who will benefit from this initiative.
- Resources needed include funding of \$7000.
 - Funding sources could include a TACT grant or Carl Perkins Funds. This initiative would not lend itself to partial funding.
 - Provide ORG & PROG codes: 111100-452100-x-122000

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.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

- Category of request:
 - New technology
- How does this request fit in with other unit or college technology plans?
- Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)
 - \$3000: Two large screen video monitors or one very large screen video monitor
 - \$3000: Three video cameras, placed above demo table, range, and frontal view
 - \$ 300: Three mounts for video cameras
 - \$ 200: Mounts for video monitors
 - \$ 500: Switcher and accessory equipment

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

All of the above special populations are currently enrolled in our programs. All would have access to the videos produced by this initiative. This initiative most specifically aids those who are academically challenged and perhaps ESL students, as they would have a tool to revisit the skill being demonstrated in class and could easier learn at their own pace.

How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Student Skills Gain Goal:

Improve the technical skills of students participating in vocational and technical education programs by: Strengthening the vocational and technical components of such programs to ensure learning in vocational and technical subjects.

Special Populations Student Results Goal:

Program strategies will be identified and adopted within vocational and technical education programs to enable special populations, including those students participating in alternative learning options to: Overcome barriers that result in lowering success in professional technical education programs for special populations;

- Describe how this project might show collaboration with Lane County high schools.

Copies of these tapes could potentially be made available to high school students who are preparing to enter the high school culinary competition held at our center, or shown in high school classes as promotional tapes for recruitment into our program.

Expand the professional culinary classes for students and community

Priority: 6

- 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.
- 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.
- List the possible funding sources: The immediate intention is for this to be a self-supporting venture.
- Provide ORG & PROG codes: 111100-452100-x-122000
- 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.