

# **CCS 2010-11**

## **CAHM: Career Pathways Baking and Pastry Curriculum Enhancement**

### **Summary:**

The Career Pathways Certificate Program in Baking and Pastry is filled to capacity. The need for additional baking equipment to accommodate the increased enrollment numbers and enhance the student experience is immediate.

### **Description**

Because of the increased popularity and filled-to-capacity enrollment in the Career Pathways Certificate Program in Baking and Pastry, the equipment-student ratio is imbalanced. At the present moment, there is one baking and pastry class handling 30 students in a lab-oriented environment. Although there is a teaching assistant present, the issues of equipment usage efficiency are paramount and must be addressed. Typically, baking and pastry students work in the lab environment in groups of 4-6. Currently, there are only 6 standard counter top mixers designated for Career Pathways baking and pastry classes. Students have had to wait in line to use mixers during class, resulting in great inefficiencies of class time, production, and poor lab execution. In order to accommodate the class numbers and successfully monitor the lab work by the instructor, additional counter top mixers will improve efficiencies in the classroom and overall student outcome experience. Having additional mixers will support the production of lab assignments in a timely and efficient manner, allowing lab groups to be smaller for more individualized instruction and providing a lab environment which abides by safety and sanitation standards more successfully.

### **Questions and Answers**

**How is the initiative linked to the Unit Plans most recently submitted?**

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

**How is this initiative linked to the efficiencies and productivities plans you had last year?**

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

Initial Goal.

This initiative advances the implementation of a long-term process improvement.

**Describe the resources needed:**

No General fund contribution needed. Fund 6 revenues will support training.

Carl Perkins funding has been requested to fund this Initiative.

**What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.**

Increased efficiency and productivity, including instructional learning outcomes; Revenue enhancement.

**Department Priority:**

8

**Unit Resources:**

None.

**Funding Request: Carl Perkins**

**Is this a Career & Technical Education program approved by the state and offered through Lane for credit?**

Yes

**If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?**

No

**Do you have an advisory committee that meets 2-3 times per year?**

Yes

**If request is for personnel, will funds be used to replace an existing position?**

No

**How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?**

Since its inception for fall term 2008, the Career Pathways Certificate Program in Baking and Pastry has filled to capacity. Designed to be completed within one academic year, the Baking and Pastry Certificate graduated 8 students last June. Four of the students specifically graduated with the Certificate completing all 22 credits in sequence. The other four students graduated from the Culinary Arts Program and were able to use particular courses passed for the Two-Year AAS Degree towards their Certificate. These students now not only have their AAS, but a Career Pathways Certificate to show employers of their additional education in a concentrated area. All students mentioned above are currently successfully employed in the culinary/baking and pastry arts; one of them working here as a baking and pastry assistant in Campus Food Services! Not only Career Pathways students take these classes for Certificate completion. These classes were originally designed for the Culinary Adventuring Series in 2006 as open enrollment for community members and other Lane students. Now, these classes are also taken by Culinary Arts students for required Program Elective credit. With the high demand to enroll in these classes to meet AAS and Certificate requirements, we have had to turn Certificate students away because of courses being filled-to-capacity. Thus, students are not able to complete the Certificate in a timely manner, and have to wait another year to complete a course when offered in the designated term.

Because of this high course enrollment, the equipment-student ratio is imbalanced. This imbalance produces inefficient use of student and instructor time. At the present moment, there is one baking and pastry class handling 30 students in a lab-oriented environment. Although there is a teaching assistant present, the issues of equipment inefficiency are paramount and must be addressed. Typically, baking and pastry students work in the lab environment in groups of 4-6. Currently, there are only 6 standard counter top mixers designated for Career Pathways baking and pastry classes. Students have had to wait in line to use mixers during class, resulting in great inefficiencies of class time, production, and poor lab execution. In order to accommodate the class numbers and successfully monitoring the lab work by the instructor, additional counter top mixers will improve efficiencies in the classroom and overall student outcome experience. Student course evaluations have relayed information about the lack of mixers in order to produce their lab assignments in a timely manner, allowing lab groups to be smaller for more individualized instruction and providing a lab environment which abides by safety and sanitation standards more successfully.

**How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?**

By providing additional counter top mixers for the baking and pastry classes, we are confident that more students will be able to successfully complete their lab work in a more timely and efficient manner. Safety and sanitation standards in the lab environment will be more successfully met. More students will be able to achieve their goals of Certificate completion as well as completion of the 2-Year AAS Degree. The added mixer equipment can also be used to support the reputable core instructional Program (also filled-to-capacity), Program events, Continuing Education culinary classes, Successful Aging Institute culinary classes, and Campus Food Services production.

**EQUIPMENT \$**

8140

**COMPUTER HARDWARE \$**

0

**COMPUTER SOFTWARE \$**

0

**MATERIALS & SUPPLIES \$**

0

**CURRICULUM DEVELOPMENT (Hours)**

0

**PART-TIME FACULTY \$**

0

**TIMESHEET STAFF \$**

0

**TRAVEL \$**

0

**Can this initiative be partially funded?**

No

**EQUIPMENT \$**

**(E) Explanation of effect of partial funding:**

**COMPUTER HARDWARE \$**

**(CH) Explanation of effect of partial funding:**

**COMPUTER SOFTWARE \$**

**(CS) Explanation of effect of partial funding:**

**MATERIALS & SUPPLIES \$**

**(MS) Explanation of effect of partial funding:**

**CURRICULUM DEVELOPMENT (HOURS)**

**(CD) Explanation of effect of partial funding:**

**PART-TIME FACULTY \$**

**(PF) Explanation of effect of partial funding:**

**TIMESHEET STAFF \$**

**(TS) Explanation of effect of partial funding:**

**TRAVEL \$**

**(T) Explanation of effect of partial funding:**

**Funding Request: Curriculum Development**

**Funding Request: Technology Fee**