

Docket Item:

Community College Approval: Lane Community College, Certificate of Completion in Commercial Cooking, within 12.0500 Cooking and Related Culinary Arts, General.

Summary:

Lane Community College proposes a new Certificate of Completion in Commercial Cooking. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:
RESOLVED, that the Higher Education Coordinating Commission approve the following degree: CC1 in Commercial Cooking.



Lane Community College seeks the Oregon Higher Education Coordinating Commission's approval to offer an instructional program leading to a Certificate of Completion in Commercial Cooking.

Program Summary

The purpose of this program is to: Prepare commercial cooks with practical skills and safe food preparation technical knowledge to enable successful entry and potentially accelerated upward mobility in a wide range of kitchens and food production facilities.

1. *Describe the need for this program by providing clear evidence.*

This program is not a significant departure from the existing original one-year Culinary Arts program class sequences. Modified with the removal of CA163 Cooking Theories 3 and the substitution of CA 294 Advanced Cooking Theories 3, this format will facilitate line cooking and restaurant lab experience. The college has demonstrated the capacity to offer the program, with sufficient and accessible facilities. Financial resources with qualified faculty and personnel are currently on staff and, with reasonable enrollment, should continue to provide excellent culinary arts education to professionals.

The rationale is twofold: One, to provide students the ability to acquire and demonstrate an employable level of practical skills and technical knowledge as a commercial cook; two, to offer an affordable foundation program to match the low-to-moderate wage range available in this field locally.

Graduates of this program will qualify for entry- to lower-mid-level positions ranging from production-level cook in an institutional setting (hospitals, colleges, and residential care) to fine dining restaurant and hotel line cook. There are multiple career paths that stem from this entry level, including foodservice vendor sales, food manufacturing and processing, and food & beverage management, for example.

This one-year certificate offers an exposure to the key elements and building blocks of the contemporary Western and international cookery techniques that are currently employed in the American foodservice industry. Students will practice in a commercial kitchen setting, using a range of industry equipment, tools, and methods.

The main Cooking Theories 1, 2 & 3, classes have a large lab time commitment to facilitate practice and skill development with coaching by the instructor. An important element for the student, it is often commented on as a highly desirable component of the learning strategy.

The final term offers a restaurant setting for the student to experience food preparation, baking & pastry work, as well as line cooking in a real-time environment.

This would be the only professional cooking and food safety classes offered in Lane County, (population of 385,000). The industry workforce is still composed of many cooks with little or no formal education, keeping pay scales low, but also allowing educated cooks an opportunity for stronger opportunities for upward mobility.

Oregon Employment Department offers some data:

Occupation Profile reports project that Lane County will experience employment growth of over 16% in the next ten years in this occupation. Further projections show over 20% growth for the State of Oregon in the same time frame.

Employment in 2019 was much larger than most occupations in the Lane region. Wages range from \$12.36 to \$17.45 for cooks, restaurant, indicating an annual average salary of \$29.837.

Replacement openings are projected at 247 annual openings in Lane County and over 4,000 total openings for the state of Oregon.

Covid 19 has had a remarkable impact on all aspects of the foodservice industry. Major cutbacks and slow reopenings have driven many small operators into closure. The rebuilding of the industry will offer employers a larger pool of applicants, possibly moving from other trades. A foundation skill set and credentials should be an advantage in this setting.

It has been recognized that the foundation skills offered can provide many critical knowledge, skills, and abilities that can be built upon to pursue a range of occupations in the industry including: Private Chef, Sous Chef, Executive Chef, Food Production Coordinator, Event Caterer, Food Booth (or Truck) Operator, Food & Beverage Management for Hotels and Convention Centers, and Restaurant Operator.

The graduate may, if needed, be able to use the opportunity of Co-op experience as a first job listing on their resume, helping demonstrate work history for an entry level cook.

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

As with the previous format of the program currently offered, the newly named “Commercial Cooking” program will operate in collaboration with the Hotel, Restaurant, and Tourism Management program, College Food Service Vendors and members of the public and college community via the Renaissance Room Restaurant Lab. We are looking forward to collaborating with the Curriculum Office, Academic Advisors, the Career Pathways and Workforce Office and our colleagues in Cooperative Education. The General Education classes will provide a blend of departments offering some variation in the educational delivery. Math, Writing, First Aid, and Human relations at work classes are all taught by other departments.

The program elements have been developed through joint ventures and systemic working relationships with the faculty and our business, industry and labor partners through engaging with our advisory committee members, composed of active industry members representing a broad scope of employers. The proposed program has been honed from over 10 years of reimagining the foundational AAS program and trimming it down into critical elements.

Culinary Arts students have demonstrated a strong experiential need, and this is a powerful element of Cooperative Work Experience (CWE), offering work-based learning experience with engaged sponsors/supervisors. Students have an “out of classroom” working environment experience for two credits in the final term. As is commonly understood, Co-Op experience may often develop long-term relationships with students, Lane, and employers.

Lane Community College Culinary Arts Department is proud of our record of faculty credentials at national standards and maintaining currency in all aspects of the foodservice industry.

3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

The evidence for the program is aligned with education, workforce development and economic development activities:

Supporting document attachments;

Lane County-Oregon Food Prep-Chef Industry Burning Glass Report

Restaurant Cooks Lane County Occupational Report

The State of Oregon Employment Department indicates employment for Cooks (Restaurant) at both state and local levels in 2019 was much larger than most occupations. The total number of job openings is projected to be much larger than most occupations through 2029. This occupation is expected to grow at a somewhat faster rate than the state and regional average growth rate for all occupations through 2029.

State of Oregon Area Employment Projection for Cooks, Restaurant:

	2019	2029	
Lane County	1,613	1, 885	Increase 16.9 %
Oregon state	22,720	27,422	Increase 20.7%

Burning Glass Report, Lane County:

	Postings (9/19 to 9/20)	Projected growth 2019 -2028
Food and Beverage preparation	7,118	17.8%

There are no other schools or training providers of commercial cooking trades or professional Culinary Arts in Lane County.

Student learning outcomes and proficiencies are aligned with current industry-based standards through the lead faculty maintaining active memberships and Certified Culinary Educator status with the American Culinary Federation (ACF).

Successful students will receive the National Restaurant Association ServSafe Food Protection Manager Certification and the Oregon Health Authority Food Handlers Certification.

Our past high school articulation enjoyed strong relationships. This shorter option may have an appeal to the entry-level student who wishes to build skills and credentials for greater employability. We will be able to continue to build on our established partners' participation.

Credits are recognized as education points by the ACF for certification credentials allowing working students to build nationally recognized skills and credentials in a self-paced environment while building experience and earning a wage.

The program has a strong commitment to be proactive in creating a supportive environment for minority students, students with disabilities, and English Language Acquisition (ELA) and Limited-English Proficiency (LEP) students.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

Academic skills include the ability to understand and utilize current commercial cooking terminology, food safety standards and modern cookery techniques. Student proficiencies are assessed based on American Culinary Federation standards for culinary academic achievement -- the standard that is currently employed in our classrooms.

The basic foundation of technical training includes safe food handling and storage, application of recipe comprehension and conversion to a variety of yields. Scaling and measuring of ingredients, fabrication of proteins, preparing food using a wide range of variety of cooking techniques, kitchen equipment and knife skills. Student proficiencies are assessed and students are advised of their skill level at industry standards for employment.

Workplace readiness skills include correct identification and selection of tools or knives and their safe use, application of correct sanitation and food handling techniques, positive understanding of teamwork, problem solving, and time management.

Students must complete Math 25, CA175 Safety and Sanitation, two introductions to the industry HRTM100 & HRTM105, and three sequenced lecture/lab classes based on commercial cookery and fundamental skill development CA160, Ca162 and CA294. Finally, workplace readiness skills are further developed through cooperative work experiences with local employers and business organizations.

5. ***Does the community college identify and have the resources to develop, implement, and sustain the program?***

Lane Main Campus Current Physical Facilities for Culinary arts:

A commercial kitchen classroom and lab, featuring multiple workstations with a full range of large and small equipment, also hand-tools and dishwashing machinery. Able to accommodate 18 to 24 students, depending on the activity.

A modern restaurant classroom lab, with a variety of workstations relevant to the job roles that students undertake. Fully equipped as above and able to seat 70 guests and 18 to 24 students

A commercial bakery located in the main kitchen able to accommodate 18 to 24 students, depending on the activity.

Walk-in refrigeration, walk-in freezers, deck ovens, proof boxes, large and small commercial mixers, and many other tools are abundant due to recent reductions in services. The current Culinary Arts faculty on staff are seasoned instructors with strong familiarity of the LCC facilities and the wide range of equipment that is employed in culinary classes.

Assurances

Lane Community College has met or will meet the four institutional assurances required for program application.

1. ***Access.*** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. ***Continuous Improvement.*** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. ***Adverse impact and detrimental duplication.*** The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intrasemental* impact and detrimental duplication problems with other relevant programs or institutions.

4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.