Media and Learning Resources Plan

<u>**Introduction:**</u>

This plan provides for the current programmatic needs and ensures there are adequate media services for all programs, to support the overall institutional mission, and any expected expansion of future residential instructional programs. It also anticipates future needs if additional educational delivery methods are pursued.

Auguste Escoffier School of Culinary Art's commitment to learning resources includes providing media services and supplies for the Culinary Arts and Pastry Arts programs. Learning resources include access to a variety of current and relevant media materials such as culinary arts and pastry arts subject books and access to multiple foodservice and other subject publications). Students also have access to Technique Videos, a Writing Center, Academic Tutoring, and a Glossary of Terms that includes an audio of how to pronounce the word. These services are accessed via the Learning Management System (Moodle).

The Resource Center is an open area with computers, printers, and copiers available to students and Chef Instructors during regular campus hours. Technique Videos and a Glossary of Terms are available to students by logging into Moodle, making it available any time they have internet and device access, 24/7. Students receive an introduction to the resources available to them in the Resource Center during a campus tour prior to the first week of classes. Similarly, any new Chef Instructors or staff are introduced to the resources during their onboarding process in the first few days of employment.

Responsibilities: It is the responsibility of the Executive Chef to ensure adequate resources are available for students and to execute this plan. The Registrar will collaborate with the Executive Chef as needed to ensure materials are relevant to evolving lessons and academic programs.

Resources. The following resources will be maintained and kept relevant:

- Culinary books — aligned to curriculum with assistance of Executive Chef;
- Computer workstations — connected to the internet and printer, loaded with standard business software (Microsoft Office) and browser (Chrome);
- Chromebooks for student check-out - for use in class and/or on campus;
- WiFi — for students to access using their own devices or borrowed laptop throughout classrooms; Internet — connected to Learning Center workstations and via WiFi throughout classrooms;
- Copier/printers for access via workstations and Chromebooks;
- Technique Videos;

- Glossary of Terms;
- Writing Center;
- Academic Tutoring.

Scale. Resources shall be sufficient for student population:

- Computer workstations and Chromebook inventory is monitored to ensure students have adequate access.
- Internet bandwidth will be monitored to ensure adequate bandwidth exists for average load, based on the number of students and staff on campus at a given time.
- Copiers / Printers will have a ratio of no more than 150 students per unit.
- Upgrades to technology have been made and include the addition of a scanner, printers, and copiers.
- The plan will expand, including appropriate budgeting for the addition of new programs.

Budget. The Executive Chef and Campus Presidents assess the budget no less than annually to identify suggestions for resource additions, including suggestions made by Faculty and Staff. The Executive Chef will ensure that an appropriate budget is established for requested resources by partnering with:

- Executive Chef to ensure that Academic Supplies have been appropriately funded; and
- Campus President to ensure that workstation components, including furniture, have been planned.

Procurement. For accountability purposes, the Executive Chef and Director of Business Operations are responsible for all procurement of resources. This allows adherence to budgets and the ability for oversight of competing needs for resources.

Evaluation:

Students and faculty provide feedback for items that they feel will help support their academic needs. Students can provide feedback to faculty and staff and in the End of Course surveys at the conclusion of each module. Faculty can provide feedback directly to the lead instructors or by using the Maintenance Request Form. Feedback and information from students and faculty are analyzed continuously and used to modify or improve media services as needed and as approved.