

Student Learning Outcomes Assessment Summary

Culinary Arts and Hospitality, AAS

Community and Technical College

AY 2013-14

Submitted by: Keith Swarner

Contact Information: x2820

Date: June 16, 2014

1. Assessment information collected

The following challenges resulted in a lack of assessment information being collected within the Culinary Arts and Hospitality program:

1. The program began the academic year with two new faculty, which represents a complete turnover in the program's full-time faculty. In addition one of these full-time faculty resigned their position for personal reason after the completion of the fall semester.
2. The program has been faced with retention challenges over the past several semesters. As a result, faculty efforts over the past academic year were focused on spending extra time in the classroom and developing a plan to mitigate this retention challenge.
3. The SLOA plan in place for the program contained intended objectives/outcomes that were vague, difficult to measure, and didn't directly relate back to specific learning objectives/outcomes that students should develop through their program of study.

2. Conclusions drawn from the information summarized above

No conclusions were able to be drawn due to a lack of assessment data.

3. Curricular changes resulting from conclusions drawn above

Although no curricular changes resulted from conclusions drawn from collected assessment information; the following SLOA Plan and program sequencing changes have been made to address the challenges noted above:

1. Development of a 10-month certificate completion program focused on allowing students to get in, get out, and go to work. This certificate completion program has been designed to enable students build on the foundation of skills they've developed and earn an AAS degree in their second year.
2. Revised SLOA plan (attached) focused on intended objectives/outcomes that are measurable and directly relate back to specific learning objectives/outcomes that students should develop through their program of study.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

The following Culinary Arts and Hospitality faculty (full-time and adjunct) were involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting.

Daryl Allen

Luis Martinez

Sean Walklin

as well as CTC Associate Dean (Keith Swarner)

UNIVERSITY OF ALASKA FAIRBANKS
2014-15 Student Learning Outcomes Assessment Plan
Culinary Arts and Hospitality, Associate of Applied Science
 UAF, Community and Technical College

MISSION STATEMENT: To be the leaders in foodservice education by providing our community with well qualified foodservice employees. We will continue to hold our students to the highest industry standards. The department is dedicated to student centered learning by providing focused educational subject matter, accomplished in part by leading a student operated restaurant service and externship opportunities.

GOAL STATEMENT: Upon completion of the AAS degree, students will have acquired a solid foundation of the knowledge, culinary skills and restaurant skills necessary to be successful in a professional foodservice setting. The advanced foundational knowledge and skills learned from a broad spectrum of topics will help students to secure gainful employment and begin their ascent up the employment ladder. Students will be on their way to achieving their personal goals in the foodservice industry.

Intended Outcome / Objectives	Assessment Criteria and Procedures	Implementation (What When Who)
<p>1. Baking and Pastry Arts</p> <p>1a. Students should be able to demonstrate foundation-level techniques, processes, methods and ingredients used to prepare baked goods.</p> <p>1b. Students should be able to prepare and evaluate pies and tarts, completed cakes using icing techniques, laminated dough and laminated dough products, pate choux and pate choux products, and a variety of fillings and toppings for pastries and baked goods.</p>	<p><u>Instrument:</u> Assigned baking and pastry tasks in preparation for the Annual Culinary Arts and Hospitality Scholarship Dinner</p> <p><u>Rubric:</u> Baking and Pastry Arts rubric will be used to rate the student's abilities and knowledge in the following areas:</p> <ul style="list-style-type: none"> • techniques, processes, methods and ingredients used to prepare baked goods; and, • prepare and evaluate pies and tarts, completed cakes using icing techniques, laminated dough and laminated dough products, pate choux and pate choux products, and a variety of fillings and toppings for pastries and baked goods. <p><u>Min. Standard:</u> 85% of students meet or exceed expectations.</p>	<p><u>What:</u> Completed score sheets will be collected for assigned culinary tasks.</p> <p><u>When:</u> Data collected every spring semester, assessment every other year.</p> <p><u>Who:</u> CAH faculty.</p>
<p>2. Culinary Arts</p> <p>2a. Students should be able to demonstrate foundation-level techniques, processes, methods and ingredients used in cooking.</p> <p>2b. Students should be able to apply various methods and processes to add flavor to foods.</p> <p>2c. Students should be able to prepare and evaluate various stocks, soups and sauces.</p> <p>2d. Students should be able to apply principles of nutrition to develop and evaluate recipes according to dietary guidelines.</p> <p>2e. Students should be able to demonstrate advanced skills and knowledge related to protein fabrication, preparing and evaluating various non-meat food items, food preparation for service in an a la carte environment, and garde manger.</p>	<p><u>Instrument:</u> Assigned culinary tasks in preparation for the Annual Culinary Arts and Hospitality Scholarship Dinner</p> <p><u>Rubric:</u> Culinary Arts rubric will be used to rate the student's abilities and knowledge in the following areas:</p> <ul style="list-style-type: none"> • techniques, processes, methods and ingredients used in cooking; • methods and processes to add flavor to foods; • preparation and evaluation of various stocks, soups and sauces. • principles of nutrition to develop and evaluate recipes according to dietary guidelines; and, • protein fabrication, preparation and evaluation of various non-meat food items, food preparation for service in an a la carte environment, and garde manger. <p><u>Min. Standard:</u> 85% of students meet or exceed expectations.</p>	<p><u>What:</u> Completed score sheets will be collected for assigned culinary tasks.</p> <p><u>When:</u> Data collected every spring semester, assessment every other year.</p> <p><u>Who:</u> CAH faculty.</p>

Intended Outcome / Objectives	Assessment Criteria and Procedures	Implementation (What When Who)
<p>3 Foodservices</p> <p>3a. Students should be able to demonstrate the fundamentals of food and beverage service.</p> <p>3b. Students should be able to demonstrate knowledge of storeroom purchasing and receiving methods and specifications that can be applied to a variety of food operations.</p>	<p><u>Instrument:</u> Being developed.</p> <p><u>Rubric:</u> Being developed.</p> <p><u>Min. Standard:</u> Being developed.</p>	<p><u>What:</u> Being developed.</p> <p><u>When:</u> Data collected every spring semester, assessment every other year.</p> <p><u>Who:</u> CAH faculty.</p>
<p>4. Professionalism in the Workplace</p> <p>4a. Knowledge of Industry: Students should be able to demonstrate an understanding of the history and workings of the culinary arts and hospitality industry.</p> <p>4b. Communication: Students should be able to effectively provide information to supervisors, co-workers, and subordinates in written form, email, or in person.</p> <p>4c. Computation: Students should be able to perform recipe conversions, calculate yield analysis, determine food and restaurant costs, determine menu price, and interpret profit and loss statements.</p> <p>4d. Human Relations: Students should be able to apply human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates</p>	<p><u>Instrument:</u> Performance in preparation for and during the Annual Culinary Arts and Hospitality Scholarship Dinner.</p> <p><u>Rubric:</u> Professionalism in the Workplace rubric will be used to rate the student's abilities and knowledge in the following areas:</p> <ul style="list-style-type: none"> • understanding of the history and workings of the culinary arts and hospitality industry; • effective communication between supervisors, co-workers, and subordinates in written form, email, or in person; • recipe conversions, yield calculations and analysis, food and restaurant costs, menu pricing, and interpretation of profit and loss statements; and • human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates. <p><u>Min. Standard:</u> 85% of students meet or exceed expectations.</p>	<p><u>What:</u> Completed score sheets will be collected for assigned culinary tasks.</p> <p><u>When:</u> Data collected every semester, assessment every other year.</p> <p><u>Who:</u> CAH faculty.</p>
<p>5. Safety in the Workplace</p> <p>5a. Tools and Equipment: Students should be able to demonstrate proficient and proper use of tools and equipment.</p> <p>5b. Food Safety and Sanitation: Students should be able to demonstrate safe receiving, handling and processing of food; identification and properly handling of food spoilage; and application of safety and sanitation measures to minimize food borne illness and injury.</p>	<p><u>Instrument:</u> Tools and equipment proficiency and safety assessment check-off.</p> <p><u>Rubric:</u> Being developed.</p> <p><u>Min. Standard:</u> 90% of students meet or exceed expectations.</p> <p><u>Instrument:</u> Certification exam</p> <p><u>Rubric:</u> Being developed.</p> <p><u>Min. Standard:</u> 90% of students meet or exceed expectations.</p>	<p><u>What:</u> Tools and equipment proficiency and safety check off assessment will be assessed each semester.</p> <p>ServSafe Managers certification exam from the National Restaurant Association Education Foundation given in CAH F150 (Food Service Sanitation)</p> <p><u>When:</u> Data collected every semester, assessment every other year.</p> <p><u>Who:</u> CAH faculty.</p>