

Student Learning Outcomes Assessment Summary

Culinary Arts, Certificate *Community and Technical College* **AY 2014-15 and 2015-16**

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1. Assessment information collected

A. The goal of the Culinary Arts certificate is that upon completion of the certificate, students will possess knowledge and skills in the following areas required for entry-level employment in foodservice culinary arts positions:

a. Culinary arts

Students will learn foundation-level and intermediate cooking techniques, processes, methods and ingredients used to prepare and add flavor to proteins, vegetables, stocks, soups and sauces (e.g. sauté, roasting, frying, barbequing, grilling, etc.)

b. Baking and pastry arts

Students will learn foundation-level baking techniques, processes, methods and ingredients to prepare baked goods (e.g. yeast/quick breads, cookies, cakes, etc.).

c. Foodservices

Students will learn the fundamentals of food/beverage service and real world customer service skills. Students will develop an attitude of service that acknowledges the ultimate goal of serving customers and pleasing guests.

d. Professionalism in the Workplace

Students will learn the expectations of being a working professional and develop communication, computation and human relation skills necessary for entry-level employment and advancement in the food service industry.

e. Safety in the workplace

Students will learn proper and safe use of tools and equipment, identify/properly handle food spoilage, and apply safety and sanitation measures to minimize food borne illness and injury.

B. Data Collection

No outcomes assessment data was collected during the 2014-15 academic year due to the following reason:

- The primary focus during this academic year was on the implementation of a restructuring plan designed to address a complete turnover in the program's full-time faculty, and retention issues.
- Data collection called for in the program's SLOA plan revised in 2014 proved to be impractical. Although the program's scholarship dinner provides opportunity for students to demonstrate each of the learning outcomes identified in the program's SLOA plan it was difficult to documents student achievement of learning outcomes.

During the 2015-16 academic year, data was collected for the twelve students on track to complete their Culinary Arts certificate at the end of the year. Data was collected using the following instruments:

- Faculty survey evaluating level of student achievement of student learning outcomes defined for the certificate in Culinary Arts. A total of twelve surveys were collected. One faculty evaluator, twelve Culinary Arts certificate completion students.
- Student Survey evaluating student perception of level of achievement of student learning outcomes defined for the certificate in Culinary Arts. Eight surveys collected from twelve Culinary Arts certificate completion students.
- Practical examinations measuring student achievement of student learning outcomes defined for the certificate in Culinary Arts,

Faculty and student survey questions and evaluation rubrics, as well as survey results can be found online at the following location:

- [Student Surveys Link \(https://goo.gl/p130FE\)](https://goo.gl/p130FE)

2. Conclusions drawn from the information summarized above

- A. While the surveys and examinations showed that the student learning outcomes are in general being met, faculty and student responses were consistent in identifying the following areas that need more attention:
- a. Uniform/sanitation expectations, as related to the following learning outcome: Professionalism in the Workplace: Expectations of being a working professional within the industry.
 - b. Time management strategies, as related to the following learning outcomes: Baking and Pastry Arts/Culinary Arts: Baking/Cooking processes and methods.
 - c. Better integration/"buy in" strategies to scientific aspects of baking and cooking, as related to the following learning outcomes: Baking and Pastry Arts/Culinary Arts: Baking/Cooking processes and methods.
 - d. More practice/instruction on plating techniques. Currently no specific outcome is defined related to plating and presentation.
- B. Student and faculty surveys indicate a need for more cohesion from the faculty teaching across core baking and culinary classes (CAH F140, F141, F146 and F176) in regards to expectations of students and general standards and practices as they relate to student learning outcomes.
- C. A review of practical final exam results from core baking and culinary classes indicates that the students are developing a strong foundation of skills and knowledge required for entry-level culinary arts positions within the hospitality industry. This review also indicates that rubrics used to evaluate student achievement/performance on these practical final exams needs to be updated with the following two goals in mind: (1) stronger alignment between evaluation rubrics and program defined student learning outcomes and (2) greater consistency in how student achievement of program defined student learning outcomes is documented. Students also shared a need for more feedback about evaluation practices and grade progress through the semester.

3. Curricular changes resulting from conclusions drawn above

- A. The following changes will be made across all culinary and baking classes that have a lab component;
- a. A daily uniform check as well as integration of tasks that incorporate the marker/thermometer aspect of uniforms
 - i. Related Student Learning Outcome: Professionalism in the workplace: Expectations of being a working professional in the industry.
 - ii. Courses impacted: CAH F140, F141, F146 and F176.
 - b. A clearly laid out production schedule in syllabi, as well as instruction about time expectations and priorities
 - i. Related Student Learning Outcome: Baking and Pastry Arts/Culinary Arts: Baking/Cooking processes and methods.
 - ii. Courses impacted: CAH F140, F141, F146 and F176.
 - c. Scientific aspects will be clearly delineated from functional aspects. "What, how and why" will be the theme for this section, as well as a description of how this level of understanding will impact their career
 - i. Related Student Learning Outcome: Baking and Pastry Arts/Culinary Arts: Baking/Cooking processes and methods.
 - ii. Courses impacted: CAH F140, F141, F146 and F176.
 - d. A program defined learning outcome will be added to the program's SLOA plan related to student achievement of plating and presentation knowledge/skills , as well as, identification of the courses in which plating will be more thoroughly discussed and demonstrated. Additionally, more examples will be shown for each topic, through demonstration or visual aides
 - i. Add Student Learning Outcome: Baking and Pastry Arts/Culinary Arts: plating and presentation skills.
 - ii. Courses impacted: CAH F140, F141, F146, F175, F241, F242, F243 F248 and F250.
- B. The faculty will convene in August 2016 to align and standardize areas of the program syllabi related to the learning outcome Professionalism in the Workplace(uniform standards, cleaning processes/responsibilities, student involvement in ingredient procurement), as well as to discuss/develop strategies to reinforce student achievement of learning outcomes common to core baking and culinary courses (through repetition), and in general to foster a sense of consistency and common use of best practices.

C. Starting Fall 2016, faculty will work together to (1) create stronger alignment between evaluation rubrics used for practical final exams and program defined student learning outcomes and (2) develop greater consistency in how student achievement of program defined student learning outcomes is documented. Additionally, faculty will share test/evaluation results with students in a timelier manner and will improve availability of grade progression with students.

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

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