

Assessment Guide

Program or Discipline: Culinary Arts Division: Culinary and Conference Services

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This guide is intended as a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course scope or sequence may not be aligned with program learning outcomes or the core abilities. You may want to start with concerns about some part of your curriculum. The assessment process may also help you identify where students are achieving outcomes at higher rates than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	Graduates of the program will: (or Students completing discipline work will:) <ul style="list-style-type: none">• meet the Knowledge and Competencies established by the American Culinary Federation (ACF). The student will develop a broad range of culinary and dining room service skills with practical experience.• become ACF Certified Culinarians (CC). ACF Culinarian's Code defines the professional disciplinary standard for student outcome success in the Program and in the culinary industry.
B. Identify where expected outcomes are addressed in the curriculum. In which courses will students demonstrate each program/discipline outcome?	<ul style="list-style-type: none">• Outcomes for both are addressed in the following: Student Handbooks Program Brochures and College Catalog All Course Syllabi ACF/ACPHA Competency Passports for specific practicum/lab courses.• In the CA Program, all program/discipline outcomes are addressed in each sequential course. Final capstone class determines the successful completion of the entire Program curriculum.

Part 2: Assessment Methods – Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	<ul style="list-style-type: none"> In the CA Program, a co-hort model of curriculum supports the achievement of Competencies with course pre-requisites. The outcomes are measured by: <u>Written and Practical Exams for each course</u>; Outcome determined by ACF Certified Faculty and qualified Hospitality Management instructors. <u>End-of year Student Surveys</u>; Both 1st year and 2nd year students receive an ACF Competencies Survey to determine the quality of knowledge of each competency, and a Program Survey which allows the student to assess the Program in its entirety and reflect upon their educational outcome. <u>Capstone Written and Practical Exams</u>; Written exam outcome determined by the ACF for student Certified Culinarian status; Practical exam outcome determined by ACF Certified Faculty and Advisory Committee members. <u>Employer Evaluation of Co-Op Experience</u>
D. Describe level of expected performance, including conditions of assessment and criteria for success.	<p>In the CA Program:</p> <ul style="list-style-type: none"> On a <u>Written Exam</u> in any given course, students are able to define specific terminologies and theoretical culinary concepts. On a <u>Practical Exam</u> in any given course, students are able to acknowledge the specific theoretical concepts through the practical application and achievement of ACF Competencies. On the 2008-09 <u>ACF Competencies Survey</u>, Second-Year students report “Outstanding; exceeds expectations” mostly in the competency areas of Food Prep/Production, Safety and Sanitation, and Basic Baking. Only 75% of the 2008-09 graduating class has become ACF Certified Culinarians. <u>Employer Evaluations</u> of the Co-Op experience are highly favorable of successful student outcome.
E. If appropriate for key course sequences, identify assessment methods for learning outcomes.	<p>In the CA Program, the Culinary Leadership Capstone Course completes the two-year sequential course cohort. The assessment methods for learning outcomes in this class are:</p> <ul style="list-style-type: none"> A final practical competency test to ensure qualifications as an ACF “Certified Culinarian.” A final content evaluation on core knowledge, abilities, leadership principles and

	<p>practices.</p> <ul style="list-style-type: none"> • A service learning assessment component which demonstrates an understanding of the importance and impact of volunteer service to a recognized agency within a community. <p>Also in the CA Program:</p> <ul style="list-style-type: none"> • A first-year course CA 175 Sanitation and Safety, the successful completion of a standardized test from the National Restaurant Association (NRA) defines the course learning outcome. Students receive National ServSafe Certification. They cannot continue in the sequential curriculum without passing this exam. • A first-year course CA 200 Restaurant and Menu Management, the successful completion of a standardized test from the National Restaurant Association Education Foundation (NRAEF) is part of the course learning outcome.
F. If appropriate, identify and collect baseline information on entering students.	<ul style="list-style-type: none"> • Acceptance into the CA and Program requires college placement test scores with the minimum scores: Writing-64; Reading-68; and readiness for MTH 025 or Higher. Chef Instructors interview incoming students in order to assess the student's personal readiness for the demanding curriculum. • In the CA Program, the sequential course co-hort introduced in the first term of classes determines the successful student outcome for the remainder of the Program. Baseline information is collected from the student's first term success. Without immediate academic success, the student is in danger of not continuing in the Program.
<p>G. Establish a 3-5 year schedule for assessment, including who will interpret results.</p> <p>Which students will be assessed? When will the assessments take place? Which outcomes will you assess this year? (Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs)</p>	<ul style="list-style-type: none"> • The Advisory Committee follows a built-in Annual Program Review Timeline, which currently follows a revolving review of various components of the Programs. • Annual Surveys specified for both Programs are established during the entire academic year: <u>Fall Term</u> – A Graduate Survey is distributed at the Alumni Connections Event, held before the term begins. <u>Winter Term</u> – An Employer Survey is distributed to local industry employers and Advisory Committee Members. <u>Spring Term</u> – Student Surveys are conducted at the end of the term: <ol style="list-style-type: none"> 1. ACF Competencies 1st-year student survey 2. ACF Competencies 2nd-year student survey 3. Separate CA Program 1st and 2nd-year student surveys.

<p>H. Determine how you will assess outcomes on an annual basis. Who will conduct the assessments? Who will tabulate data? Who will analyze the results? When will the work be completed?</p>	<p>Because of our specially accredited Programs, annual survey analysis is key towards accurate Annual Commission Review Reports and keeping the curricula current with industry standards and developments</p> <ul style="list-style-type: none"> • The Advisory Committee’s Annual Program Review Timeline is as follows: <u>Fall 2010</u> –Review Professional Technical Education Coordinating Committee report; Review Facilities, Equipment and Funding Potentials in Preparation for Unit Planning; Implement and Analyze Graduate Student Survey; Review Survey Data from Student, Graduate, Employer Survey. <u>Winter 2011</u> –Review and Recommend Any Program or Curriculum Changes; Joint Meeting of Student Club and Advisory Committee; Review Lab Schedules and Activities. <u>Spring 2011</u> – Review Program Mission, Vision, Goals/Objectives; Review Cooperative Education Work Experience; Implement and Analyze Survey of Students and Employers for Program Effectiveness. <p>This Timeline is feasible in terms of resources needed, including human resources.</p> <ul style="list-style-type: none"> • The Program Dean, Special Projects Coordinator, and Faculty assess Survey data along with the Advisory Committee and a Sub-Committee, which can be made up of Advisory Committee members, key stakeholders in the program, and Program Graduates. • Data will be tabulated by the Program Dean, Special Projects Coordinator, and IRAP. • The Program Dean, Special Projects Coordinator, and Faculty will “close the loop” and make improvements to both Programs. • For each upcoming Academic year, August 1st is the chosen deadline for work to be completed.
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Part 3: Implement the plan (ACTION)

Process	Program or discipline response
<ul style="list-style-type: none">• Curriculum Re-design 2009-10. Career Technical Education Program workloads, specifically for the CAHM Program were reviewed by the Institution in June, 2009. The CAHM Program curriculum was ultimately affected by unavoidable changes to support a balanced faculty workload. The entire CA curriculum re-design was approved in August, 2009 and implemented for the 2009-10 academic year.• Programmatic Assessment Project supported by the Lane Assessment Team. Special Projects Coordinator conducted an Assessment project specific to one course in the CAHM core curriculum taught from Health Professions. The course FN 105 Nutrition for Foodservice Professionals has been a concern for students in regards to the course offered as strictly an “online course modality.” Research was conducted to determine if the online course modality is truly successful format for learning Nutrition based on the ACF Competencies that are required for degree completion. Student surveys for the past three years have noted a decline in successful achievement and knowledge of 16 Competencies in Nutrition. Recommendations have been made by the Dean to the Health Professions faculty in charge of the course content and delivery. Adjustments to the course will be made based on the Health Professions faculty timeline for the 2010-11 or 2011-12 academic years.	<ul style="list-style-type: none">• The 2009-2010 CAHM Program was affected by faculty workload circumstances, which were unavoidable. In order to successfully administer the Culinary Arts curriculum with the available full-time faculty, the distribution and allocation of lecture/lab credits was altered for a number of key core curriculum courses. These changes mostly affected the practical application components of the Second-Year student experience in the primary cooking courses Advanced Cooking Theories 1,2,3; Concepts of Taste and Flavour; and Culinary Leadership. Additional practical application experiences are now embedded in an addition of 3 credits to the Cooperative Education requirement for degree completion. This curriculum was presented to the Advisory Committee at the first meeting of the 2009-10 academic year and approved. They offered their support for additional student projects with a practical application experience.• The FN 105 Project began using both “Communicating Effectively” and “Critical Thinking” rubrics to determine the information needed for student results. The on-going year work towards creating a rubric specific to monitoring “Assessment Across Modalities” was also used in regards to online instruction. First-Year Culinary Arts students were separately surveyed after the Winter Term course was taught. Two surveys, one focused on the outcome of knowledge pertaining to the ACF Competencies in Nutrition and one focused on “Communicating Effectively in an Online Course Modality” were distributed to the entire cohort. Results gathered have been finalized – the recommendation to change the course to a “Hybrid Course Modality” has been discussed with Health Professions faculty Beth Naylor and Bobbi Phillips (who will be taking over instruction from Beth beginning this 2010-11 academic year) with Dean Brian Kelly. The course content taken from the instructor-created textbook will be adjusted with the support of Curriculum Development for the 2011-12 academic year. The new course content and book will include the new FDA Nutrition Guidelines due out by Fall, 2010.• Plans to distribute the same ACF Competencies in Nutrition Survey to the new cohort of First-Year Culinary Arts students will be approved by the Dean for the 2011 Winter term course offering with the new instructor.

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
<p>I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts?</p> <ul style="list-style-type: none"> Determine how and with whom you will share interpretations. Curriculum Re-design 2009-10. 	<ul style="list-style-type: none"> During the 2009-10 Academic year, the CAHM Program Culinary Arts faculty workload was adjusted successfully. The CA student exit surveys are in the process to be analyzed, and results will be reviewed by the Dean and Faculty to determine if the adjustments still provide successful student outcomes and curriculum satisfaction. The course modality assessment of FN 105 was successful to continue to improve the quality of instruction. The recommendations and future curriculum development for the course will be reviewed by Dean and Program Faculty and in a process of continued attention. For the 2010-11 Academic Year, the Dean will address Faculty to determine new strategies for successful and effective assessment. Results from “End-of-Year” Surveys, particularly for the entire 12 ACF Knowledge and Competencies areas are now being considered somewhat cumbersome, time-consuming, and ultimately ineffective to determine students’ actual competency knowledge, skill set, and outcome success. <p>Proposals for new strategies for Programmatic Assessment are as follows:</p> <ol style="list-style-type: none"> Distribute an ACF Competency Survey for each individual course (by Moodle or Survey Monkey) from which particular competencies are to be measured. Continue “End-of-Year” ACF Competency Survey for Second-Year Capstone Students only. Provide an “End-of-First-Year” ACF Competency Survey to a student assessment focus group, not the entire cohort. Create an Advisory Committee sub-committee specific to Programmatic Assessment to support faculty/staff in determining the best strategy for survey effectiveness. Continue to work on Assessment Team and with IRAP to improve our programmatic assessment efforts. <p>All improvements will be subject to terms of resources needed, including human resources.</p>