

2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: CULINARY ARTS – AAS DEGREE AND CERTIFICATE

DATE: 30 JANUARY 2008

DEMONSTRATION OF LEARNING: *What assignments or projects demonstrate student learning outcomes are achieved?*
[Note: evidence of learning contained in Assessment methods and Findings sections.]

Learning Outcomes	Assessment methods
<p>1. Anticipate and manage labor and food costs in order to operate an economically sustainable establishment.</p>	<p>Mystery Plate: Competition style test presented near the end of the quarter in the practicum class. Students are given a piece of protein (white fish fillet, beef steak, or breast of chicken) access to a variety of grains and starches, and fresh vegetables; then they are asked to demonstrate competency in a cooking technique applicable to that protein and provide appropriate side dish and vegetable garnishes in a period of 50 minutes. Performance is based on a rubric measuring mastery of the chosen technique, suitability of the side dishes, and plate presentation. Photos are taken of each plate and results are shared with the entire class on the last day of the quarter.</p>
<p>2. Apply the principles and practices of sustainability in order to respect heritage, the process and the health of the planet for future generations.</p>	<p>Sustainability Research Project: Students are asked to create a "local sustainable menu" with a product list sourced directly from producers within Washington state, within the current season and in keeping with the concepts discussed in class. Menu and concept assessment criteria include: localness, seasonality, sustainability, "respect" for the product/producer, education of the customer.</p>
<p>3. Apply and use the understanding of basic techniques and culinary skills needed in order to create great food.</p>	<p>Knife Skills I: 10 classical knife cuts; assessed on speed (timed), accuracy (measured), also sanitation and organization. Competency test was derived from ACF and ProStart culinary competition standards.</p> <p>Spice and herb identification: 30 common spices and herbs are analyzed by students. They describe the color, shape, aroma, and taste. They are assessed by the accuracy and detail of their descriptions.</p> <p>Knife Skills - II: Evaluated by daily food production and chicken fabrication test. Chicken fabrication test is evaluated by knife skill, accuracy and speed.</p> <p>Recipe Testing: The students are required to follow a standardized format for writing recipes. They take a recipe from a cookbook or from an approved online recipes site and learn to convert the recipe into the standardized kitchen recipe format. They then learn to make 3 changes to the recipes, (title, headnote, amounts, or method) and call it their own. They are required to write and turn in two recipes with a yield of 16 portions. They are graded on criteria assessing how well</p>

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	<p>they followed the standard format and on their proportions.</p> <p>Garde Manger practicum assessment is done by production of charcuterie, pate, show platter, ice carving, salad, salad dressing, and hors d'oeuvres according to established criteria in accordance with ACF.</p>
4. Seek opportunities for continual learning in pursuit of mastery in the culinary field.	Faculty model professional development and encourage it in their students.
5. Manage processes and procedures in order to function effectively in a working food production environment.	<p><u>Quantity Cooking</u> classes are evaluated by student's assignments. Assignments are: entrées production, pantry items production, soups, starches, vegetables, and stocks. Each assignment is assessed by evaluation of production procedure and finished products according to established criteria in accordance with ACF.</p> <p><u>Group Menu Project</u>: The class is broken into groups of 4-5 students each and they are required to create a three course menu from scratch incorporating the season, learned techniques, plate presentations, portion sizes, and most importantly, flow of the menu. They are then given class time to prep the menu and execute the menu. The food, plate presentation, flavors, and overall work habits are graded by a team of faculty based on an objective criteria grading sheet.</p> <p><u>Capstone: Chef of the Day</u> This project is evaluated by grading the students written work against guidelines issued them. Their actual cooking performance is observed and tasted using an in house developed score sheet influenced by ACF competition criteria.</p>
6. Act in a professional manner in order to support the needs of your employer.	Students rotate in Food Service roles in college café, dining room and small dish buffets.

EXTERNAL EVIDENCE? *Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?*

The Technical Advisory Committee is very active and provides feedback such as: approves new and revised courses; helps with curriculum revisions; supports development of new program concepts and attempting to establish demand for grads of new program focused on preparing chefs to change food culture within institutions by addressing nutrition, dietary concerns and local food sourcing. Demand will come from hospitals, retirement communities and educational institutions. Supports fundraising.

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American Culinary Federation Education Institute (ACFEI) - Establishes Accreditation standards and reviews program on a 5 year cycle.

SCCC 2007 Program Review - examined curriculum documents and assessment methods and provided feedback in the form of commendations and recommendations.

Student Feedback from course evaluations and direct feedback through exit surveys. There is no formal mechanism for feedback from students after graduation but faculty do have occasional contact with graduates.

FINDINGS: *What have you learned from your outcomes assessment activities?*

Current outcomes are course specific but program level outcomes need to be a few more global statements of what program expects graduates to accomplish.

Students may learn concepts but are not always successful applying them. The faculty are working on a new rubric to help make Chef of the Day assessment more objective.

Space is insufficient for program needs; equipment is obsolete compared to industry

2007 program review recommended updating course outlines and syllabi and to document their assessment methods. They further recommended release time for faculty to accomplish this work.

Student recommendations led to changes include scheduling and curriculum structure. Students also wanted to waive the MIC 102 course because they found the contents too basic.

ACTIONS TAKEN: *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

Revised outcomes were drafted at a fall 2007 retreat. Faculty attended the 10/26 assessment workshop and determined that their program level outcomes were too many and too specific. As a result of the workshop they have developed a new draft of the program level outcomes. These new outcomes are reflected in the POG and program map.

2005 introduced sustainability curriculum (CUL 150-153).

2005 Building remodel request approved and instructional areas and dining rooms are scheduled to be remodeled in 2009-2010.

MIC 102 revised to focus on the use of spreadsheets as this skill is applied in a number of assignments in the program. This change was a result of student requests to waive the MIC 102.

BAK 200 (externship) is now optional because the American Culinary Federation does not require it.

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ACTIONS PLANNED: *What program changes or new assessment activities are you planning for next year?*

- Develop new Sauce Test
- Develop new rubric for Chef-of-the-day with more specific criteria
- Offer Sustainable Food Practices curriculum to students outside program. This will increase program FTEs
- 2008 the program will be going through ACF accreditation. They need to match syllabi to outlines by 6/1/08.
- Integrate sustainability into the COD project and assessment. (Faculty suggested changing seasonal tart include organic produce as well as local ingredients.)
- Initiate major fund raising effort (\$750 K)

Develop alumni association in concert with college.

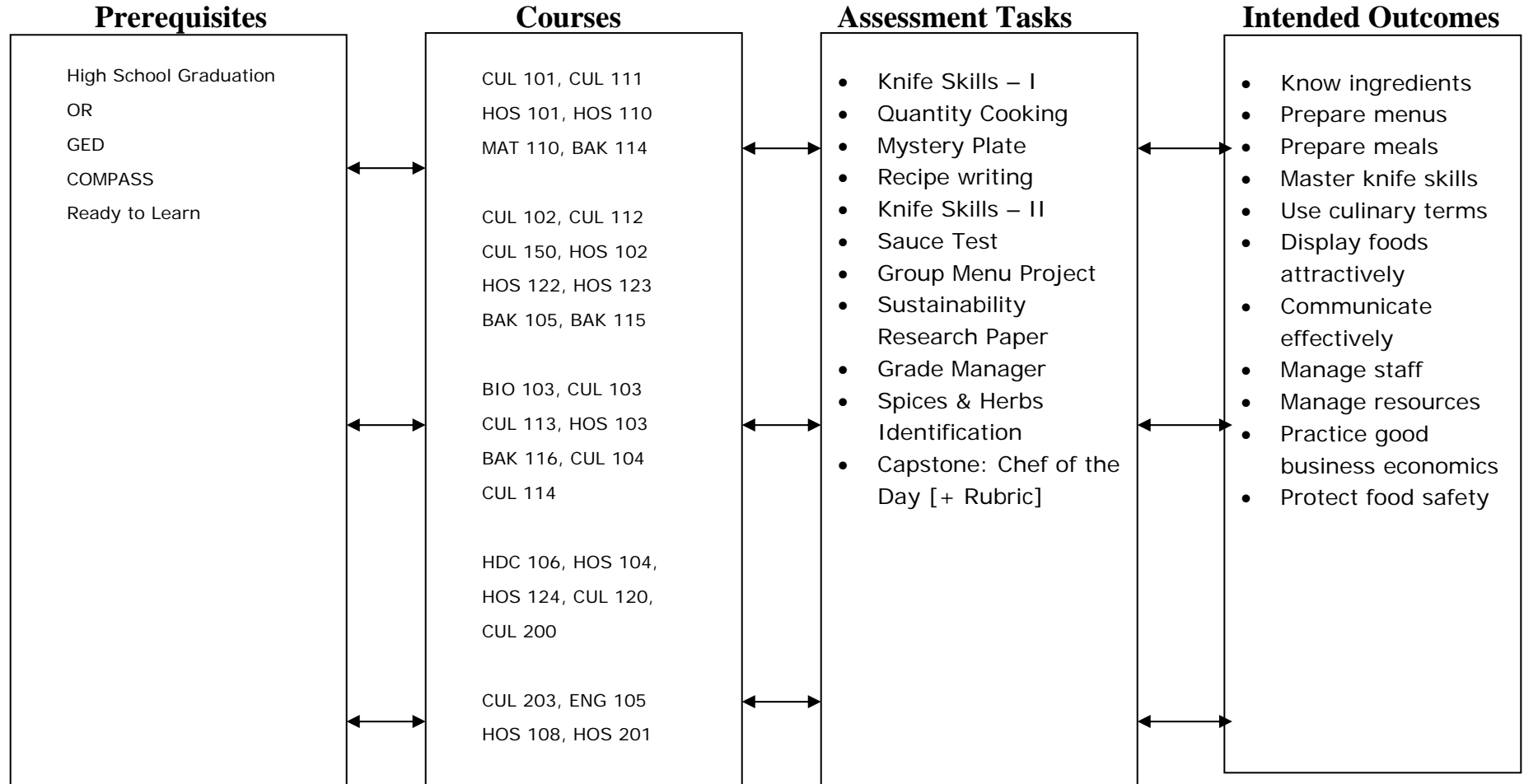
Program Name:

Culinary Arts - AAS Degree and Certificate

Revised 5-Dec-07

Theme(s): Sustainability, professionalism, safety, customer service

Program Role: Prepare students for employment in restaurants hotels, private clubs, and catering companies



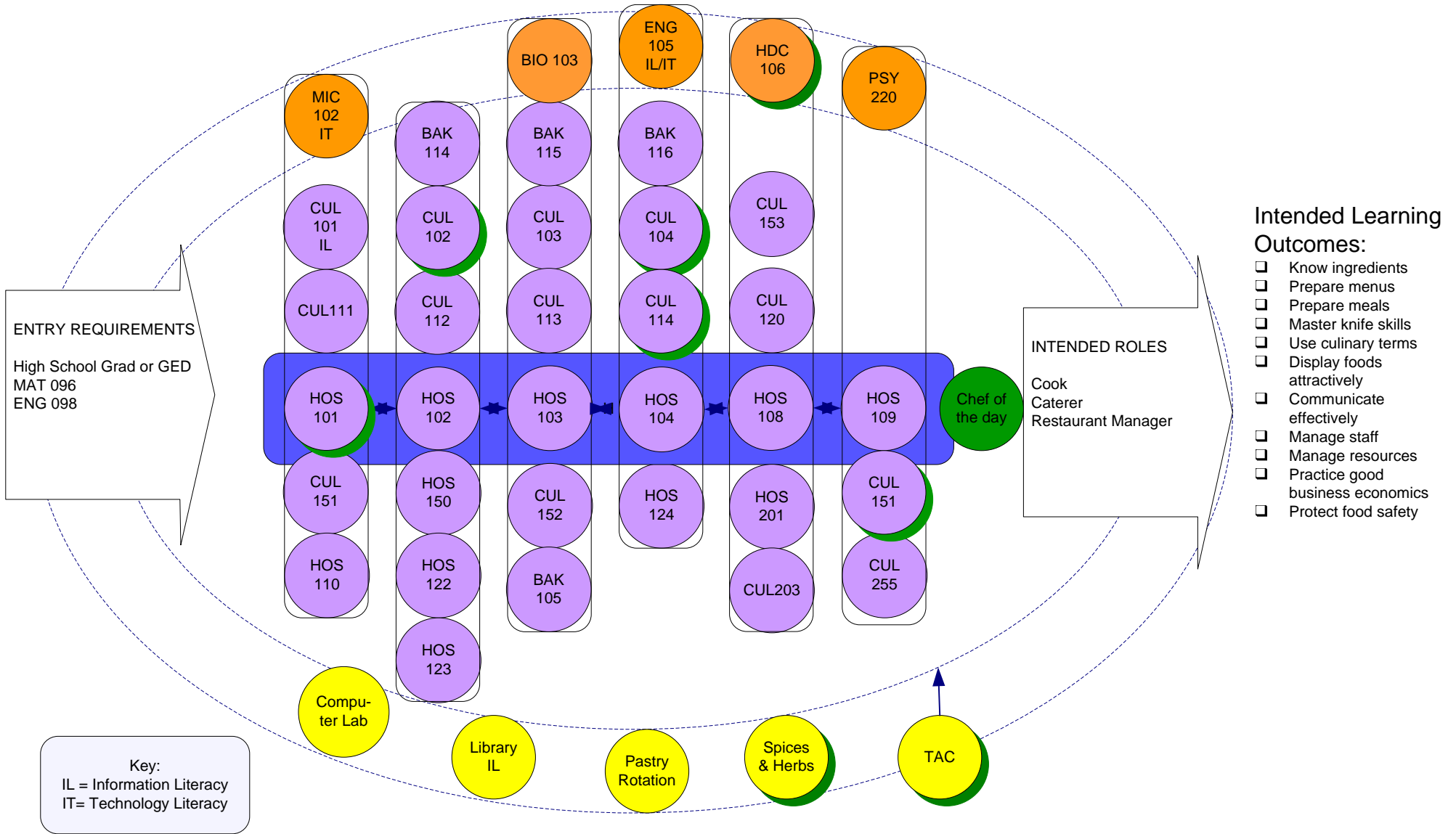
What must students understand to demonstrate the intended outcome?

What skills must students master to demonstrate the intended outcome?

What will students do in here to demonstrate evidence of the outcome?

What do students need to be able to DO “out there” that we’re responsible for “in here”??

Program: Culinary Arts
 Snapshot on: 26 October 2007



Program Assessment Inventory

Program: Culinary Arts Degree – AAS and Certificate

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

	<i>Pre / Early program</i>	<i>Mid program</i>	<i>End of program</i>
<i>Students are prepared to learn (prerequisites)</i>			
ASSET test scores			
COMPASS test scores	<i>x</i>		
SLEP test scores	<i>x (international)</i>		
Other?			
<i>Students are assessed as they move through the program</i>			
Competencies assessment	<i>ACF Standards and criteria integrated into practicum</i>		
Internship feedback			<i>optional</i>
Pre-Mid-Post assessment	<i>graduation application process</i>		
Service Learning experience feedback			
Student course evaluations	<i>quarterly</i>		
Student focus groups			
Student grades	<i>quarterly</i>		
Student interviews			<i>exit interview</i>
Student self assessment	<i>5 year plan</i>	<i>CUL 103/ CUL 113</i>	<i>CUL 203</i>
Student surveys			
<i>Students are assessed as they complete the program</i>			
Completion statistics			<i>by college</i>
Capstone projects			<i>COD – BAK 125</i>
Graduation statistics			<i>by college</i>
Portfolios			
Presentations	<i>CUL 101 & 103</i>	<i>CUL 104/113</i>	<i>CUL 153</i>
<i>External assessment data is collected</i>			
Transfer rates			<i>by college</i>
Employer surveys			<i>x</i>
Technical Advisory Committee	<i>meets quarterly</i>		
License certification success rates			
Performance in 4 year programs			
Employment rates			<i>by college</i>
Salary statistics			
Survey of former students			<i>informal</i>
Other?			

Culinary Arts (AAS) (Certificate)

1. Demonstrate a basic knowledge of food ingredients and seasonings.
2. Prepare basic meals in a quantity food setting.
3. Prepare meals in an ala minute bistro setting.
4. Prepare menus in a fine dining setting demonstrating current trends in restaurant meals.
5. Demonstrate mastery of knife skills.
6. Demonstrate knowledge of Culinary terms.
7. Demonstrate knowledge of Basic Baking Ingredients.
8. Demonstrate Basic Baking Techniques.
9. Create a show platter including a charcuterie item.
10. Demonstrate the ability to organize written information and instructions in multiple ways.
11. Write an ingredient report and make an oral presentation.
12. Write recipes for use in a professional kitchen.
13. Demonstrate the ability to communicate effectively in a professional kitchen.
14. Manage staff and guests in a dining room setting.
15. Accurately convert weight and volume measurements.
16. Generate a menu price based on the cost per portion using industry standard food cost percentages.
17. Explain the difference between desired and actual food cost percentages and the reasons for any difference.
18. State the importance of proper ordering, receiving, and inventory management as related to the job of a purchasing manager.
19. Convert weight and volume measurements from English to Metric and from Metric to English.
20. Demonstrate knowledge of sanitation and safety issues.
21. Demonstrate knowledge of the principles of nutrition and their application in the Culinary field.

Draft – Revised Culinary Arts Outcomes, April 2008

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4. Seek opportunities for continual learning in pursuit of mastery in the culinary field.
5. Manage processes and procedures in order to function effectively in a working food production environment.
6. Act in a professional manner in order to support the needs of your employer.