

2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: SPECIALTY DESSERTS & BREADS - 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
Use calculations to analyze interpret and formulate data.	HOS 122 - (Purchasing), HOS 123 (Food Costing) - assessed in BAK 125 Chef of the Day (COD). Assessed through interacting with students and published performance criteria. Students are assessed for the COD capstone project which culminates in a display that includes: one 8-10" cake, individual desserts, one 8-10" tart, breakfast pastries, cookies or candies, rustic breads. Each item is graded by published criteria.
Demonstrate professionalism in working with public and co-workers.	Students scheduled for 2 week rotations quarters 1, 2 and 3. Teamwork is part of performance criteria for rotations as well as in practicum series. HOS 105, Pastry Case & customer service. Students are assessed for: Mise en place, organization skills, team work, professionalism, participation, application of recipes, timely completion of projects, able to follow instructions, performing of cleaning duties, preparedness of rotation task. Students write an essay about their 5 year plan for their careers (BAK 124 - Practicum)
Identify, select and apply appropriate information to analyze and resolve problems.	CUL 101 and BAK 101 require reports on ingredients. HOS 123 (Food Costing) outcomes are integrated into COD capstone and assessed by published performance criteria.
Understand environmentally sound practices.	Sustainability is the theme for a new series: CUL 151, 152, 153 (Sustainable Food Practices) COD requires seasonal element but not assessed as a criteria. Students are assessed for knowledge of concepts.
Understand scientific knowledge and its relationship to baking.	Assessed in CUL 106, CUL 153 and BIO 103. Assessed in CUL 106, Shiosaki CUL 153 Jurgensen, and BIO 103. Wilson (she is out this quarter, but Matt Legters is subbing for her...might this help?)
Understand principles of baking preparation, equipment, methods and products.	Assessed by performance criteria in Practicum series and COD capstone project. The standards are established by the American Culinary Federation. Students are assessed quarterly by performance checklist with 10 areas of performance. Grading criteria are the same for each quarter but faculty expectations for performance and curriculum demands are higher each successive quarter. The

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	<p>rubric includes both a score and comments for each of the 10 dimensions.</p> <p>Students are given one week to complete final COD project. Each student develops a product, presents all elements in a notebook and gives a final presentation to peers. Criteria include costing, yield, and writing methods for recipe.</p>
<p>Follow appropriate sanitation and safety laws and procedures.</p>	<p>The basics are introduced in HOS 110 and assessed through the performance criteria in the Practicum series.</p>

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

The Technical Advisory Committee is very active and provides feedback such as:

- o Approves new and revised courses
- o Helps with curriculum revisions
- o 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.
- o Supports fundraising

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?*

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.

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

2002-3 Changed from 4 to 5 quarter program to meet ACF Accreditation requirements.

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.

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

Offer Sustainable Food Practices curriculum to students outside program. This will increase program FTEs

Revise BAK 200 (externship experience) to provide more structure.

Winter and Spring 2009: The program will be suspended for 6 months during the facility remodel. Faculty will use this time to revise and update curriculum.

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.

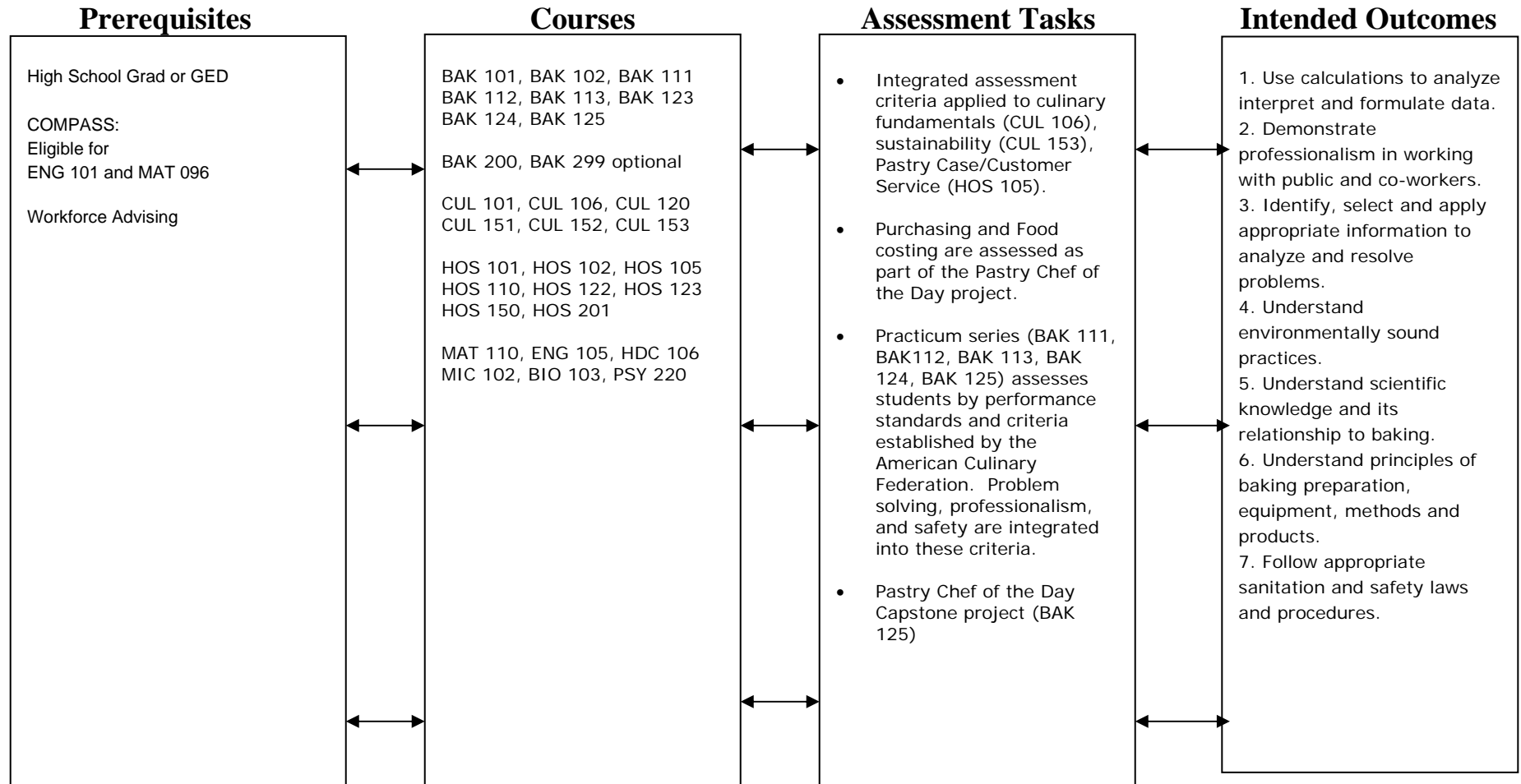
Program Name:

Specialty Desserts & Breads – AAS and Certificate

Revised 30 January 2008

Theme(s): Sustainability, practical skills, customer service, safety

Program Role: The program prepares students for employment in pastry shops, bakeries, restaurants, hotels, private clubs, catering companies and coffee houses.



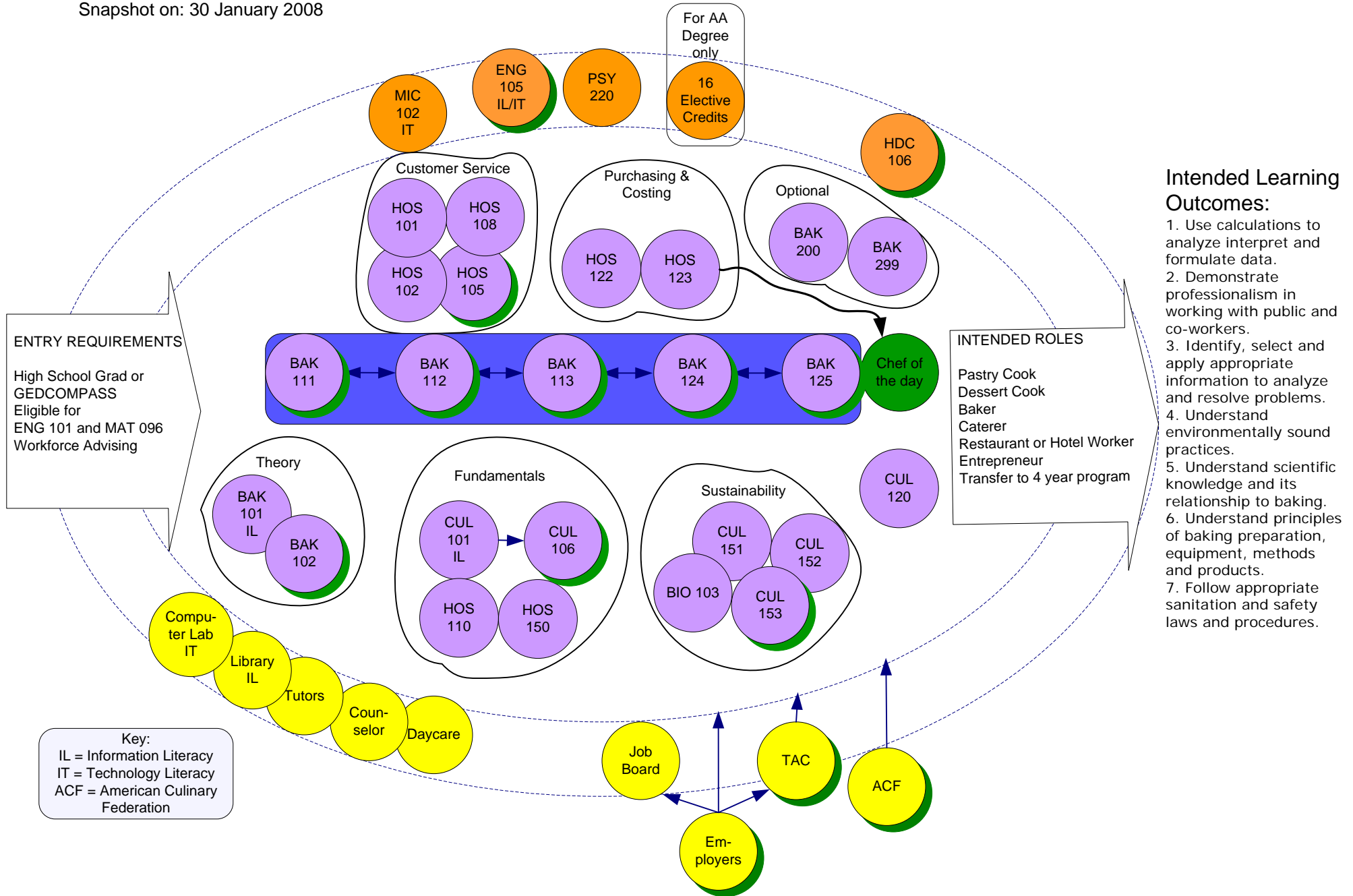
What must students understand to demonstrate the intended outcome?

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: Specialty Breads and Desserts
 Snapshot on: 30 January 2008



Program Assessment Inventory

Program: Specialty Desserts & Breads – 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>BAK 113</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			<i>HDC 106</i>
Presentations	<i>BAK 101-102</i>		<i>COD - BAK 125</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?			

Specialty Desserts & Breads (AAS) (Certificate)

1. Use calculations to analyze interpret and formulate data.
2. Demonstrate professionalism in working with public and co-workers.
3. Identify, select and apply appropriate information to analyze and resolve problems.
4. Understand environmentally sound practices.
5. Understand scientific knowledge and its relationship to baking.
6. Understand principles of baking preparation, equipment, methods and products.
7. Follow appropriate sanitation and safety laws and procedures.

Draft – Revised Outcomes, April 2008

1. Anticipate and manage labor and food costs in order to operate an economically sustainable establishment.
2. Apply the principles and practices of sustainability in order to respect heritage, the process and the health of the planet for future generations.
3. Apply and use the understanding of basic techniques and specialty desert and bread skills needed in order to create great food.
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.