# ANNUAL PROGRAM LEARNING OUTCOMES ASSESSMENT SUMMARY REPORT

## PROGRAM: PROGRAM NAME - CULINARY ARTS - CERTIFICATE & AAS DEGREE

**DATE:** [December 2009]

### ASSESSMENT SCHEDULE - Due: December 16, 2009

1. **Past Year:** Indicate which program level learning outcomes assessment or any other assessment projects you completed in the 2008-2009 academic year.

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>ACTION:</th>
<th>DATE COMPLETED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply and use culinary skills to create great food.</td>
<td>Rubric to evaluate Capstone project: Chef of the Day (CUL 203)</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Anticipate and manage labor and food costs</td>
<td>Math Focus Group: Meanings &amp; Measurements (HOS 150)</td>
<td>May 2009</td>
</tr>
</tbody>
</table>

**Other Assessment Activities:**

1. **American Culinary Federation (ACF)** In October 2008, the SCA once again received full accreditation by the ACF and granted 5 year renewal (June 30th, 2013).  
   - **COMPLETE BY:** October 2008

2. **Program wide curriculum review facilitated by Vice Chancellor** beginning in January 2008.  
   - **COMPLETE BY:** October 2009

2. **Current Year:** Indicate which program level outcomes you plan to assess or other assessment projects you plan to complete in 2009-2010:

<table>
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<th>Learning Outcomes:</th>
<th>ACTION:</th>
<th>COMPLETE BY:</th>
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<tbody>
<tr>
<td>Apply the principles and practices of sustainability in order to respect heritage, the process and the health of the planet for future generations.</td>
<td>Rubric for Sustainability Research Project (CUL 152): Students are asked to create a &quot;local sustainable menu&quot; 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, &quot;respect&quot; for the</td>
<td>Spring 2010</td>
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</table>
product/producer, education of the customer. Rubric will provide criteria and standards to evaluate and grade student performance.

Act in a professional manner in order to support the needs of your employer.

Rubric for 3rd Quarter Chef Rotation (CUL 113) Students rotate into various back of the house stations as in actual restaurants. Rubric will provide criteria and professional standards with which to evaluate and grade student performance.

Spring 2010

Other Assessment Activities:

3. If you have a longer term assessment plan that spans more than two years, please describe.

Programming for the SC A renovation began Fall 2007 and the entire project will be complete in March 2010. This 16000+ SF renovation provided the opportunity to assess -

Implications for instruction driven by facility needs:

- State of the art equipment, kitchens and dining rooms.
- Upgraded infrastructure (exhaust systems, etc).
- More teaching spaces to increase enrollment.

Implications for facility driven by instructional/educational needs:

- Commitment to sustainability
- More integrative instruction to allow students to work with numerous instructors and various quarters of students to enhance and accelerate learning.
- Increased enrollment.
- New courses, such as cheese making.
### ANNUAL PROGRAM LEARNING OUTCOMES ASSESSMENT SUMMARY REPORT

**PROGRAM:** PROGRAM NAME - CULINARY ARTS - CERTIFICATE & AAS DEGREE  
**DATE:** DECEMBER 2009

- More one on one instruction in practicum.
- Increased exposure to different techniques, cuisines, and theories to foster understanding of opportunities in industry.

In January 2008, the SCA chose to undergo intensive planning meetings facilitated by Vice Chancellor, Dr. Carin Weiss. The curriculum changes will be implemented in full in Spring quarter 2010.

### ASSESSMENT REPORT for academic year 2008-2009

**DEMONSTRATION OF LEARNING:** What assignments or projects demonstrate student learning outcomes are achieved? What evidence do you have that students are achieving the learning outcomes? You may choose to focus on one or two learning outcomes each year.

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Assessment methods</th>
<th>Evidence of Learning</th>
</tr>
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<tbody>
<tr>
<td><strong>Apply and use the understanding of basic techniques and culinary skills needed in order to create great food.</strong></td>
<td>Rubric to evaluate Capstone project: Chef of the Day (CUL 203) The rubric provides criteria and standards to evaluate and grade student performance and food preparations. It provides clearly stated guidelines and attempts to remove subjectivity from the assessment process.</td>
<td>By making the rubric available at the beginning of the course (vs. at time of evaluation), it clarified expectations and provoked student- instructor conversation earlier in the development phase which enhanced understanding and learning. In addition, the clearly defined criteria fostered fairness in what could be construed as a highly subjective area – evaluation of food.</td>
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</tbody>
</table>
| **Anticipate and manage labor and food costs in order to operate an economically sustainable establishment.** | Math Focus Group: Meanings & Measurements (HOS 150) Student failure rate was noticeably higher than experienced in the course it replaced - MAT 110. A math focus group was held to determine barriers to success. Session | Following recommendations from the math focus group were implemented to increase retention:  
- Hold classes in morning hours only |
# Annual Program Learning Outcomes Assessment Summary Report

**Program:** Program Name - Culinary Arts - Certificate & AAS Degree  
**Date:** [December 2009]

| Other Assessment Activities: |  
| --- | --- |
| 1. American Culinary Federation (ACF) In October 2008, the SCA once again received full accreditation by the ACF and granted 5 year renewal (June 30th, 2013). | 1. ACF - Numerous retreats involving entire faculty were held to assess and measure program outcomes and competencies beside those established by the ACF. Outlines and syllabi were reviewed to confirm alignment and up to date. Self-study was prepared. Five year renewal granted. SCA needs to do more to document graduate placement data, measure student retention, and educational achievements in consistent and verifiable ways. SCA provides outcomes in sustainability which are not at this time measured or required by the ACF. |
| 2. Program wide curriculum review facilitated by Vice Chancellor beginning in January 2008. | 2. Program wide curriculum review facilitated by Vice Chancellor The extensive renovation provided the opportunity to review and revise curricula. Retreats and intensive planning meetings facilitated by Vice Chancellor, Dr. Carin Weiss began in January 2008. With student success in industry as the key driver, we also sought to: |
|  | • Provide more integrative instruction by using a practicum rotation model that allows students to work with numerous instructors. |
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<td>and various quarters of students.</td>
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<tr>
<td>• Expand enrollment in the SD&amp;B program by 20 students.</td>
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<tr>
<td>• Provide additional courses, such as cheese making.</td>
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<tr>
<td>• Maximize one on one instruction in practicum by using a practicum rotation model.</td>
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<tr>
<td>• Expand the number of student exposures to different techniques, cuisines, and theories to foster understanding of opportunities in industry.</td>
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EXTERNAL EVIDENCE? Alumni, employer, Curriculum Review or Technical Advisory Committee feedback? What data from outside the classroom have led to curriculum changes?

- Professional Development activities and contact with industry have inspired new courses, such as cheese production (BAK 117)
- The Technical Advisory Committee (TAC) 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.
- American Culinary Federation Education Institute (ACFEI) - Establishes Accreditation standards and reviews program on a 5 year cycle.
- SCCC 2008-09 Program Analysis & Viability Study (PAVS) - 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
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feedback from students after graduation, but faculty has occasional contact with graduates.

FINDINGS: What do you conclude from your outcomes assessment activities? Are curriculum changes needed?

• Rubrics are a vital assessment tool to assist students to better understand performance expectations, remove elements of subjectivity from the evaluation process, and foster learning earlier in the education cycle. It also assures consistency in assessment from all instructors involved in student evaluation.

• We are able to enhance one on one instruction and provide more integrative instruction in practicum by using a new practicum rotation model and creating a brand new culinary kitchen.

• The Math Focus Group provided vital information to assist in increasing retention by:
  o Holding classes in morning hours only
  o Increasing reference to and use of text
  o Increasing number of homework assignments
  o Providing consistency in conversions

• Through effective programming and renovation planning, we are able to increase exposures to industry opportunities by expanding course offerings while simultaneously enhancing our commitment to sustainability, e.g. BAK117

ACTIONS TAKEN: What, if any, program changes have you made in the past year as a result of assessment activities. WHAT WAS THE IMPETUS FOR THE CHANGE?

Culinary Arts program made the following course changes: 13 revisions; 3 new added; 3 deleted. Please see #3 above

ACTIONS PLANNED: Based on what you learned from assessment activities this last year for the above learning outcomes or other assessment activities, are there any follow-up activities planned or required?

1. More rubrics need to be created to assist in elevating the evaluation process for courses that have inherent subjectivity.

2. We need to assess our new practicum model to find evidence to determine if we are actually achieving the
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<td>desired outcomes.</td>
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<td>3. Continue to record and review retention for HOS 150.</td>
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