

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Culinary Arts	116	CUL 116 12/16/2014- Fundamental Culinary Principles
Division	Department	Faculty Preparer
Business and Computer Technologies	Culinary and Hospitality Management	Terri Herrera
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Develop time, organizational, and problem-solving management techniques under timed conditions.

- Assessment Plan
 - Assessment Tool: Practical Exam
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Practical exam will be scored using a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 75% of all students will score 75% or higher.
 - Who will score and analyze the data: Instructor and Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
30	13

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were two sections of the course. Students enrolled in section 1 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is taught in face-to-face mode only. I selected my section (section 1) because the data was easily available. During the next assessment, all students will be assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students are given a 2-hour timeframe to cook a specific recipe. The first part, approximately 15 minutes, of the activity is mis-en-place. During mis-en-place students identify the ingredients needed and secure equipment and materials.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

10 out of 13 performed above the required standard and secured all ingredients, equipment and materials during the mis-en-place. 77% of the students scored at or above the required standard.

2 students performed close to the required standard, either slightly exceeding the timeframe or failing to secure 1 or 2 needed items. 15% of the students scored in this category.

1 student performed below the standard, beginning the exam without the necessary items. This accounted for 8% of the students.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The majority of the students were able to successfully complete the task. They were able to locate equipment and materials needed for the recipe during the prescribed timeframe. Only one student seemed to struggle with gathering the materials.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There are only 9 workstations on the stove. It may be helpful to stagger the participants in order to make the process easier and area less crowded.

Outcome 2: Recognize and identify basic culinary concepts and terminology

- Assessment Plan
 - Assessment Tool: Test, Exam
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 75% of all students will score 75% or higher
 - Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
30	13

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were two sections of the course. Students enrolled in section 1 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is taught in face-to-face mode only. I selected my section (section 1) because the data was easily available. During the next assessment, all students will be assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The test was reviewed using an answer key. 62% of the students scored 75% or higher on the assessment related questions.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

8 of 13 students (62%) scored 75% or higher on the assessment related questions. Students did better on the basic culinary concepts. 5 of 13 students (38%) scored below 75%. They had more difficulty with the specific questions related to tools such as knife titles and sizes.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

While the students did not meet the over standard of success, they were able to recognize most culinary concepts and terminology fairly well.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

It will be important to emphasize the kinds of questions on the test. Students were not able to identify knife cut titles and sizes. Often there are small variations between the size of cuts or the length or shape of the knife blade. We can also identify strategies to help students better memorize the variations.

Outcome 3: Recognize the sensory analysis principles of taste required to develop a palate with the ability to distinguish between tastes and to identify the differences.

- Assessment Plan
 - Assessment Tool: Test, Exam
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All

- Number students to be assessed: All students
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 75% of all students will score 75% or higher
- Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
30	13

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were two sections of the course. Students enrolled in section 1 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is taught in face-to-face mode only. I selected my section (section 1) because the data was easily available. During the next assessment, all students will be assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This is a practical exam/activity. Students are presented with samples of various condiments. Students must taste the condiment and identify whether it falls with the sweet, salty, sour, bitter or spicy category.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

10 of 13 students (77%) scored 75% or higher showing they were able to correctly differentiate the tastes. This is an excellent result and reflects the individual differences in the sensitivity of smell and taste.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

77% of students successfully accomplished this task.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There is very little that can be done to improve these results. Individual differences and habits influence their ability to identify tastes.

Outcome 4: Relate food systems and seasonality concepts to purchasing and receiving principles

- Assessment Plan
 - Assessment Tool: Test, Exam
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 75% of all students will score 75% or higher
 - Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
30	13

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were two sections of the course. Students enrolled in section 1 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is taught in face-to-face mode only. I selected my section (section 1) because the data was easily available. During the next assessment, all students will be assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given a menu and a price sheet for each menu. Students were then given a number of servings that had to be created. They used the menu and price sheet to identify the ingredients, determine how much of each ingredient was needed, determine the cost per portion and multiply that time the number of servings required.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The result of the activity were reviewed against the answer key to determine if the calculations were correct. 62% of the students (8 of 13) were able to score 75% or higher on the activity. 38% of the students (5 of 13) scored below 75%. This does not meet the expected level of performance,

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Eight students were able to correctly calculate the correct answers without supervision. Students are able to understand the concepts, their problem is more often with the application (mathematics) of the skills.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We can dedicate more time for this lesson. In addition, helping students prepare for this kind of mathematical problem (similar to a story problem) should be considered. They also have to differentiate between costing for large settings and the smaller ones used here.

Outcome 5: Demonstrate culinary professionalism and uniform standards in lecture and laboratory settings.

- Assessment Plan
 - Assessment Tool: Practical Exam
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer key and competency checklist.
 - Standard of success to be used for this assessment: 75% of all students will score 75% or higher.
 - Who will score and analyze the data: Instructor and Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
30	13

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were two sections of the course. Students enrolled in section 1 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is taught in face-to-face mode only. I selected my section (section 1) because the data was easily available. During the next assessment, all students will be assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Uniform standards are checked on a daily basis using a rubric. Individual student appearance is scored and recorded. Professionalism is assessed using a rubric that accounts for activities in the classroom and lab. Activities include communication, teamwork, appropriate use of and care for equipment and participation in classroom and lab activities. These scores are recorded and reviewed. The average score is calculated by category. The scale for this rubric is: 3 - good; 2 = average; 1 = need improvement. Success was identified as a score of 2 or 3 or higher.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

11 of 13 students (85%) of the students scored a 2 or 3 on the rubric. This meets the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students learned the importance of wearing their uniform correctly. Their appearance affects the perception of professionalism. They also practice appropriate behavior in the classroom and lab that they will need in the work setting.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Continue to emphasize the importance of their appearance and behavior.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

My overall impression of this course is that it is necessary for a solid foundation in skill and management. I felt the students adjusted to the expectations.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results will be shared during a monthly department meeting.

-

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Assign more basic industry math-related problems.	Provide students the opportunity to practice the math-related skills needed to be successful.	2017

- Is there anything that you would like to mention that was not already captured?

none

III. Attached Files

[Practicum Cul#116](#)
[CUL 116 Student Data](#)

Faculty/Preparer: Terri Herrera **Date:** 12/15/2016
Department Chair: Derek Anders Jr **Date:** 02/13/2017
Dean: Kimberly Hurns **Date:** 03/03/2017
Assessment Committee Chair: Ruth Walsh **Date:** 04/20/2017