

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Culinary Arts	120	CUL 120 04/02/2015- Classical Kitchen Operations
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: Demonstrate the ability to work in different stations of a commercial kitchen.

- Assessment Plan
 - Assessment Tool: Practical exam
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Checklist
 - Standard of success to be used for this assessment: 75% of students will score 75% or higher.
 - Who will score and analyze the data: Departmental 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
15	11

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.

11 of 11 students who completed the course in section 1 were assessed. CUL 120 02 was not included in this assessment due to various circumstances surrounding off-campus teaching facilities.

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.

All students were not assessed for this report because assessment tools are designed around campus teaching facilities. Off-site cooking labs testing tools must accommodate what's on hand.

The assessment tool used for CUL 120 section 1 was a written and performance exam utilizing a practicum grading rubric document.

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

The item and criteria consist of practical exercises including knife skills, cooking methods, sanitation and time management.

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

8 students scored 85% or higher on the exam and performance review. 3 students scored 64% on the exam and 75% on the performance review. This does meet the standard of success as established for this course.

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

Strengths: Students performed better in the practical portions of the class than on the written exam.

Weakness: Students need better preparation for the written portion. The students who fell below the standard demonstrated lack of attendance and lack of preparation.

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.

Add more re-cap quizzes to the course. Stress the importance of attendance.
Reinforce the need to complete all homework assignments.

Outcome 2: Demonstrate planning, timing, and preparation of composed menu items as they relate to classical cuisine.

- Assessment Plan
 - Assessment Tool: Competency checklist from lab performance.
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Scoring rubric and answer key
 - Standard of success to be used for this assessment: 75% of students will score 75% or higher.
 - Who will score and analyze the data: Departmental 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
15	11

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.

11 of 11 students who completed the course in section 1 were assessed. Cul 120 02 was not included in this assessment due to various circumstances surrounding off-campus teaching facilities.

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.

All students were not assessed for this report because assessment tools are designed around campus teaching facilities. Off-site cooking labs testing tools must accommodate what's on hand.

Demonstrate understanding of recipes menu terms and procedures and follow recipes properly identify ingredients.

- Identify appropriate equipment, utilizing the correct tool for the task.
- Utilize serving and holding tools correctly.
- Demonstrate use of proper weights and measurements.
- Verify that recipe is followed consistently and flavor profile requirements are met.
- Identify that cooking and serving times are consistent with recipes.

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

Competency checklist from lab performance.

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 students scored 78% or higher on the lab performance competency check off document. This does meet the standard of success as established for this course.

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

Strengths: Students performed better in the practical portions of the class than on the written exam.

Weakness: Students need better preparation for the written portion. The students that fail below standards was mostly due to attendance and lack of preparation.

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.

Add more re-cap quizzes to the course. Stress the importance of attendance.
Reinforce the need to complete all homework assignments.

Outcome 3: Demonstrate time management, organizational and problem-solving skills in a timed environment.

- Assessment Plan
 - Assessment Tool: Competency checklist from lab performance.
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Scoring rubric and answer key
 - Standard of success to be used for this assessment: 75% of students will score 75% or higher.
 - Who will score and analyze the data: Departmental 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
15	11

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.

11 of 11 students who completed the course 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.

Student for this course were based on learning outcomes consisting of

- show that food products are labeled, dated and rotated in a timely manner.
- utilize thermometer correctly to ensure proper temperature requirements.
- manage and demonstrate that temperatures are checked and logged regularly.
- ensure that a food is stored @ proper temp and served.
- follow appropriate chain of command.

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

The process used to assess this process is lab performance scores and check of competency sheets. Rating 50-100 points

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

7 students scored 78%, remaining 4 scored 65%. Measure of success was not met for the students scoring 65% due to their attendance records.

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

Students performed better in the practical portions of the class than on the written exam.

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.

Add more re-cap quizzes to the course. Stress the importance of attendance. Reinforce the need to complete all homework assignments.

Outcome 4: Relate classical culinary technique, terminology, sensory analysis to food quality principles for kitchen operation.

- Assessment Plan

- Assessment Tool: Competency checklist from lab performance.
- Assessment Date: Fall 2015
- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Scoring rubric and answer key
- Standard of success to be used for this assessment: 75% of students will score 75% or higher.
- Who will score and analyze the data: Departmental 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
15	11

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.

11 out of 11 Students who completed the course 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.

All students were not assessed for this report because assessment tools were not readily available at this time. My selection criteria was designed around main campus students only.

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

The assessment tools used for CUL 120 section 1 were Hand out written exams and practicum grading rubric document.

Demonstrate ability to assess plate presentation and evaluate visual appeal and flavor profile.

- demonstrate understanding of good presentation, based on appearance, aroma, flavor, texture and plate balance.
- demonstrate understanding of proper method of flavor testing (consistency in flavor profile).

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

The assessment results for this outcome: all students scored 75% higher on this performance review. This does meet the standard of success as established for this course.

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

Students performed better in the practical portions of the class than on the written exam.

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.

Yes, reinforce the need to complete all homework.

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?

Overall, I would like to see students scoring higher on their written exams as it is very similar to advanced skill certification exams. I found using more food terminology within daily activities helps students retain more rather than relying on them to read their text book.

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

Department will learn about this information during faculty orientation.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	n/a	n/a	2015
1st Day Handout	Incorporate more food terminology and practices relating to industry standards.	I found that teaching current skills from an ever changing profession proved to assist with students understanding the food language from their text book.	2015

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

no

III. Attached Files

Faculty/Preparer: Terri Herrera **Date:** 04/29/2015
Department Chair: Carol Deinzer **Date:** 06/15/2015
Dean: Kimberly Hurns **Date:** 06/19/2015
Assessment Committee Chair: Michelle Garey **Date:** 08/24/2015