

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Culinary Arts	121	CUL 121 08/30/2019- Modern Kitchen
Division	Department	Faculty Preparer
Business and Computer Technologies	Culinary and Hospitality Management	Derek Anders Jr
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Relate modern culinary technique, terminology, sensory analysis and food quality principles to intermediate kitchen operations.

- Assessment Plan
 - Assessment Tool: Final exam
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% 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)
2018	2019, 2018	

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

# of students enrolled	# of students assessed
36	36

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.

Over the three baseload terms by which this course is being assessed, a total of 0 out of 36 students withdrew from the course. However, one student failed the course in Winter 2018. Unfortunately, said student was absent for 9 out of 15 class sessions and did not communicate with the instructor to request a withdrawal or audit final letter grade. Therefore, the zero score(s) the student earned for the assignment used here as the assessment tool is included in the statistical data and not omitted. The latter two terms were not affected in this way as the number of students was consistent from the beginning to the end of the course.

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.

For the period of semesters included in this report, CUL121 was only offered as a face-to-face course on the main campus. Moreover, the department has executed a system of offering this course for both morning and evening day segments while continuing to correspond with the laboratory activities of menu execution for patrons of Garrett's restaurant. The resulting data is derived from two evening offerings of this course and one morning offering overall. CUL 121 was offered as a single section for all terms highlighted in this sample data.

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

The departmentally-developed exam consists of 90 questions and is worth 100 points. The types of question utilized for this exam is fill-in-the-blank, true/false, multiple choice, and short essay. The general areas of the types of questions asked are the following, based on the parameters of this outcome from the American

Culinary Federation Education Foundation's (ACFEF) required knowledge and skills competencies adopted as the objectives for this course:

- Plate Presentation
- Principles of Meat Cookery, with a particular focus on Beef and Pork
- Salads and Salad Dressings
- Understanding Vegetables and Vegetable Cookery
- Healthy Cooking
- Hors D'oeuvres and Sandwiches

This tool is a cumulative exam by which the questions presented to the students are the same or similar to questions of previous tests or out-of-class assignments. Both the out-of-class assignments and final exam utilized Blackboard as the platform to administer these assessment items. For the span of sample data being assessed, the current final exam questions were not changed to maintain consistency since the establishment of program revisions and textbook changes that took effect in Fall 2018. Since the previous iteration of the final exam had questions with very similar topic concepts taught in Winter 2018, the data from the aforementioned semester is included.

Moreover, our department experienced significant program-related changes as directed by administration under the guidance of an outside consultant in Fall 2017. As a result, this course assessment tool was impacted moderately by modifications to the questions on the final exam that launched in Fall 2018. However, this opportunity allowed for the updating of the corresponding master syllabus to ensure the outcomes and objectives of this course closely match the current ACFEF's Required Knowledge and Skills Competencies, as set forth for all accredited post-secondary culinary arts programs nationwide.

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

Overall, the collective grade percentage out of 100% for this sample size is 81%, a result above the 70% threshold. The standard of success percentage threshold for this outcome is 70%, and the percentage of students who passed the final exam with a 70% or above was 81.67%. It appears that our built-in system of information repetition, where students can review previously submitted

homework-based assignments on Blackboard in preparation for tests and the final exam is producing encouraging results.

In observing the data, it is clear that our goal as a department is to continue the existing practice of executing a positive system of information repetition to encourage a high retention percentage of information presented in the course. Also, the practice of placing all written forms of assessment on Blackboard and making tests and final exams accessible only in the Testing Center reduced the chances to cheat.

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

The strength of this learning outcome for students is based on the students' ability to connect culinary terminology and cookery theories from lectures, demonstrations, assigned readings from textbook, and kitchen lab experiences. An element previously mentioned, that I see has contributed to the high percentage of standard of success for this outcome, is relating our homework questions and concepts based on covered topics and format to the final exam. Moreover, as homework assignments are presented as part I and part II, a score of 100% is necessary for homework credit in the course. If students are unable to achieve 100% on part I on the first attempt, the assignment is designed with multiple attempts to allow students the necessary number of tries to achieve the 100% threshold. Meanwhile, part II is evaluated by the instructor, and students can use both part I and II homework results to study for tests and exams.

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.

Students who study and familiarize themselves with the material presented throughout the term tend to score higher. As an outside-of-class assignment, students are encouraged to complete these areas of assessments, from homework to final exam, but this needs to be emphasized by the instructor. Also, the ACFEF's success metric thresholds is at 75%, not quite 70%, as currently stated on the master syllabus for this course. With that mentioned, the combined data shows that this higher standard of success is also being met. Also, sensory analysis does not seem to belong on this particular outcome and could be better assessed on outcome 3.

Outcome 2: Demonstrate the ability to work in different stations of a commercial kitchen.

- Assessment Plan
 - Assessment Tool: Competency checklist

- Assessment Date: Fall 2021
- Course section(s)/other population: All
- Number students to be assessed: All students
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will score 70% 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)
2018	2018, 2019	

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

# of students enrolled	# of students assessed
36	36

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.

Over the three baseload terms by which this course is being assessed, a total of 0 out of 36 students withdrew from the course. However, one student failed the course in Winter 2018. Unfortunately, said student was absent for 9 out of 15 class sessions and did not communicate with the instructor to request a withdrawal or audit final letter grade. Therefore, the zero score(s) the student earned for the assignment used here as the assessment tool is included in the statistical data and not omitted. The latter two terms were not affected in this way as the number of students was consistent from the beginning to the end of the course.

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.

For the period of semesters included in this report, CUL121 was only offered as a face-to-face course on the main campus. Moreover, the department has executed a system of offering this course for both morning and evening day segments while continuing to correspond with the laboratory activities of menu execution for patrons of Garrett's restaurant. The resulting data is derived from two evening offerings of this course and one morning offering overall. CUL 121 was offered as a single section for all terms highlighted in this sample data.

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

The departmentally-developed skills competency sheet is designed to ensure students gain experiences in fabrication skills, operating commercial kitchen spaces and workstations, and cooking techniques. Competencies from these areas are defined by the ACFEF's Required Knowledge and Skills Competencies by which accredited programs are expected to cover these elements often times by hands-on, or kinesthetic-based learning. The general areas of focus for this course regarding professional kitchen competencies are based on the parameters of this outcome from the ACFEF's Required Knowledge and Skills Competencies adopted as the objectives for this course:

-Knife Skills, including usage of a Knife Honing Tool and Classical Vegetable Cuts

-Cooking Methods with a focus on prescribed methods for this course

-Preparation of Modern and Emulsion Based Sauces

-Basic Meat Fabrication Skills

-Starch, Legume, and Grain Production

-Composed Salad Preparation

This tool is utilized to capture the cumulative student experiences from laboratory based activities directly and indirectly related to menu execution for Garrett's, A Teaching Restaurant. Class lab-related assignments are based on menus developed by instructors following the parameters of the master syllabus to execute the specific cooking methods and techniques outlined in this course. Moreover, the administration has made a department mandate, with guidance from an outside consultant assigned to our department, for the development of lesson plans for all program-related courses the department offers. As an expected result, lab activities outside of the scope of restaurant execution exercises give students more opportunities to continue practicing and developing skills competencies as outlined on the departmentally-developed form.

Culinary 121 Competencies: (see the skills competency evaluation template developed for this course)

Along with our department experiencing significant program-related changes, as directed by administration under the guidance of an outside consultant in Fall 2017, the ACFEF updated their Required Knowledge and Skills Competencies as well. Therefore, this course assessment tool was impacted moderately by

modifications to specific competencies to be covered by this course. These changes were launched in Fall 2018. Although the data from Winter 2018 is derived from an earlier iteration of our skills competency assessment tool, again, the skill areas covered were very similar and have been added as part of the overall data.

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

Overall, students scored 96.67%, which was above the 70% threshold. The standard of success percentage threshold for this outcome is 70%, and the percentage of students who scored 70% or higher on the final exam is 97.33%. This assignment is a term-long assessment allowing students to rotate and gain the various competency-based experiences as outlined in the assessment. Therefore, a typically observed obstacle that could prevent students from scoring high in this area of assessment is absences. Since Winter 2018, the department adopted a stricter attendance policy to encourage students to attend each day of class to increase their chance of completing this assessment area. Furthermore, the design of the attendance policy is meant to aid the positive development of workplace behavioral requirements of the food service industry.

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

The strength of this learning outcome for students is based on the lab activities that provide opportunities for students to practice and develop their professional craft. Furthermore, CUL121 typically executes food production for serving Garrett's, A Teaching Restaurant. This is the best opportunity for students to experience real world applications, with inclusion of timed exercises, to best understand industry practices and expectations. Students are often appreciative of participating in and observing their completed assignments, as in a completed dish (ex. soup, salad, appetizer, and entrees) being enjoyed by Garrett's patrons.

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.

As it must be acknowledged that enrollment is perhaps one of the biggest decision-making factors by administration, the key to success in providing the aforementioned optimal learning environment is to ensure students can serve the foods they prepare. There are other avenues to create a "mock" restaurant service scenario for students to understand and execute food items under timed conditions. However, a vital piece that would be missing is the highly important

interaction with the Front-of-House, in our case in the form of CUL 145: Dining Room Service. It is the real-time, and controlled, pressures of the restaurant where students are better suited to grow to the expectations of the food service industry. It is very hard to achieve this optimal learning environment when CUL 145 course sections are cancelled.

Outcome 3: Demonstrate planning, timing, and quality craftsmanship of composed menu items as they relate to modern cuisine under timed situations.

- Assessment Plan
 - Assessment Tool: Practical exam
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% 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)
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
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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.

Over the three baseload terms by which this course is being assessed, a total of 0 out of 36 students withdrew from the course. However, one student failed the course in Winter 2018. Unfortunately, said student was absent for 9 out of 15 class sessions and did not communicate with the instructor to request a withdrawal or audit final letter grade. Therefore, the zero score(s) the student earned for the assignment used here as the assessment tool is included in the statistical data and

not omitted. The latter two terms were not affected in this way as the number of students was consistent from the beginning to the end of the course.

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.

For the period of semesters included in this report, CUL121 was only offered as a face-to-face course on the main campus. Moreover, the department has executed a system of offering this course for both morning and evening day segments while continuing to correspond with the laboratory activities of menu execution for patrons of Garrett's restaurant. The resulting data is derived from two evening offerings of this course and one morning offering overall. CUL 121 was offered as a single section for all terms highlighted in this sample data.

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

The departmentally-developed practical exam is a timed hands-on assessment evaluation worth 200 points. Students are allotted a specific protein, produce, and sundry ingredients unveiled before the start of exam time and must create an entrée and salad course within a time period of three hours and 30 minutes. During the exam day, students are evaluated on the following criteria:

-Sanitation and Safety Practices

-Organizational Skills

-Cooking Technique

-Flavor and Texture

-Presentation

This tool is a cumulative exam to determine the level by which students have gained hands-on culinary and professional kitchen related skills from lab experiences during the term. The exam is executed on week 14 to ensure as much time as possible to allow for skills development based on planned lab activities directly or indirectly related to Garrett's, A Teaching Restaurant. For the span of sample data being assessed, the current format of the exam scoring sheet experienced slight changes. Since the previous iteration of the practical exam had evaluation areas that are very similar to the previous iteration used in Winter 2018, the data from the aforementioned semester is included. However, the departmental objective is to maintain consistency since the establishment of program revisions that took effect in Fall 2018.

Culinary 121 Practical Exam Scoring Chart: (see the CUL 121 Mystery Basket Practical Exam Scoring)

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

Overall, the collective grade percentage out of 100% for this sample size is 88%, a result above the 70% threshold. The standard of success percentage threshold for this outcome is 70%, and the percentage of students who passed the final exam with a 70% or above is 97.33%. This assignment is a term-long assessment allowing students to rotate and gain the various competency-based experiences in preparation for this final assessment. In observing the data, it is clear that our goal as a department is to continue the practice of relating lab activity based experience to the practical exam evaluation areas to encourage a high retention percentage of information presented in the course.

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

The strength of this learning outcome for students is based on the growth of student professional craft development throughout the term directly, or indirectly as necessary, contributing to the experience of Garrett's, A Teaching Restaurant. From the data, it appears that planned lab activities are positively contributing toward student cookery and knowledge development. As this assessment is designed to occur within the scope of the lab without contributing food to Garrett's, this scenario without the pressure of the restaurant allows for the opportunity to better focus on the hands-on exam tasks based on the criteria of the exam. Students also have the chance to display their creative thinking skills to take raw ingredients and develop two courses in the confines of the time parameters.

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.

Although students score very well in each evaluation area of the exam, one significant observation was how students displayed a level of apprehension in fully expressing their creative thinking. Therefore, as part of the exam described in an exam information document provided to students around mid-term, the department decided to modify this document creating a few more elements of criteria to better promote student creativity. For instance, students only needed to show their knowledge in preparing salad greens, a dressing, and garnishes. However, we added that a crunch component be present on or in the salad to coax

students to think about preparing toasted nuts, toasted seed, parmesan crisp, or even a cracker.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This assessment report is the first for this course.

2. 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?

The goal of this course is to continue the development of culinary skills and knowledge through the scaffold method for intermediate level students in the program. From the beginning level course, CUL 116 - Culinary Fundamentals, students are able to experience the execution of menus in a live environment from the back-of-house perspective. The results of each outcome for this course show that students are retaining culinary theory, able to execute intermediate level cooking and fabrication skills and are exposed to various cooking work stations while contributing high quality food production to the patrons of Garrett's, A Teaching Restaurant. Equally enjoyed by the students, they are able to showcase their critical and creative thinking, planning, and interpersonal skills culminated throughout the semester from planned lab activities, out-of-class assignments, and exhibit the hospitality spirit that is expected in the food service profession.

However, since the significant program changes that occurred in Winter 2018 and launched in Fall 2018, it is imperative that students experience predictability not only in the scope of the course experience, but also in the scope of the program experience. Therefore, after success with our most recent ACFEF accreditation visit, it is best not to make vast changes to this course at this time. This can provide the student desire of predictability from the course, and even program, and also allow for instructors to concentrate on student development toward the standard of the success based on the Department and the ACFEF.

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

The assessment information of this course will be shared with the department as a planned agenda item during our department meeting(s).

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Adjust the language of outcome 1 and 3 and transfer “sensory analysis” from outcome 1 to 3.	Adjusting the language will allow for the evaluation of sensory analysis to occur during the practical exam versus the written final exam.	2020

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

6.

III. Attached Files

[CUL 121 Course Results Form for Assessment](#)

[CUL 121 Skills Competency Sheet](#)

[CUL 121 Practical Exam Scoring Sheet](#)

Faculty/Preparer: Derek Anders Jr **Date:** 08/30/2019

Department Chair: Derek Anders Jr **Date:** 08/30/2019

Dean: Eva Samulski **Date:** 08/31/2019

Assessment Committee Chair: Shawn Deron **Date:** 09/20/2019