Discipline	Course Number	Title
Culinary Arts	211	CUL 211 11/21/2016- Advanced Bread Production
Division	Department	Faculty Preparer
Business and Computer Technologies	Culinary and Hospitality Management	Carol Deinzer
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Apply the principles of advanced yeast breads and yeast laminated doughs.

- Assessment Plan

    o Assessment Tool: competency checklist

    o Assessment Date: Fall 2015

    o Course section(s)/other population: All

    o Number students to be assessed: Random sample of 50% of the students in all sections.

    o How the assessment will be scored: Competency checklist will be scored against the rubric based on the competencies mandated by the American Culinary Federation.

    o Standard of success to be used for this assessment: 70% of the students will score an average of 70% or better on the competency checklist

    o Who will score and analyze the data: Departmental faculty will blind-score the competency check list.

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)
	2017	

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

# of students enrolled	# of students assessed
7	7

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.

All students 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.

The course is face to face.

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

Students were required to produce a variety of yeasted bread doughs and were evaluated using a competency checklist. In the future, we plan to change the assessment to a final exam. Students work in groups and this is not a true assessment of individual student 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

Seven students were assessed using the competency checklist. Students were required to produce a variety of yeast based doughs. The standard of success was met since students scored 100% on each of the competencies. The current standard of success is 70% of all students scored 70% or higher. Based on this data, students exceeded the standard of success. However, students were assessed in small groups and does not focus on individual achievement.

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

Students were assessed in groups. The competency checklist made it difficult to assess individual student's strengths and weaknesses. Overall students success was very high.

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.

All students achieved 100% on the competency checklist. Students worked in groups which made it difficult to assess individual strengths and

weakness. Using the final exam as the assessment tool for future assessments, would focus more accurately on individual student's success/weaknesses. However, some students who struggle with math had a difficult time with this competency.

Outcome 2: Use a sourdough and pre-fermented starter to produce breads.

- Assessment Plan

    o Assessment Tool: competency checklist

    o Assessment Date: Fall 2015

    o Course section(s)/other population: All

    o Number students to be assessed: Random sample of 50% of the students in all sections.

    o How the assessment will be scored: Competency checklist will be scored against the rubric based on the competencies mandated by the American Culinary Federation.

    o Standard of success to be used for this assessment: 70% of the students will score an average of 70% or better on the competency checklist

    o Who will score and analyze the data: Departmental faculty will blind-score the competency check list.

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)
	2017	

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

# of students enrolled	# of students assessed
7	7

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.

All students 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.

The course is face to face.

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

Students were required to produce a variety of yeasted bread doughs and were evaluated using a competency checklist. In the future, we plan to change the assessment to a final exam. Students work in groups and this is not a true assessment of individual student 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

Seven students were assessed using the competency checklist. Students were required to produce a variety of yeast based doughs. The standard of success was met, since students scored 100% on each of the competencies. The current standard of success is 70% of all students scored 70% or higher. Based on this data, students exceeded the standard of success. However, students were assessed in small groups and it does not focus on individual achievement.

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

Students were assessed in groups. The competency checklist made it difficult to assess individual student's strengths and weaknesses. Overall students success was very high.

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.

All students achieved 100% on the competency checklist. Students worked in groups which made it difficult to assess individual strengths and weakness. Using the final exam as the assessment tool for future assessments would focus more accurately on individual student's success/weaknesses. However, some students who struggle with math had a difficult time with this competency.

Outcome 3: Apply the principles of building a bread display piece.

- Assessment Plan

- o Assessment Tool: competency checklist

- o Assessment Date: Fall 2015

- o Course section(s)/other population: All

- o Number students to be assessed: Random sample of 50% of the students in all sections.

- o How the assessment will be scored: Competency checklist will be scored against the rubric based on the competencies mandated by the American Culinary Federation.

- o Standard of success to be used for this assessment: 70% of the students will score an average of 70% or better on the competency checklist

- o Who will score and analyze the data: Departmental faculty will blind-score the competency check list.

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)
	2017	

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

# of students enrolled	# of students assessed
7	7

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.

All students 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.

The course is face to face.

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

Students were required to produce a variety of yeasted bread doughs and were evaluated using a competency checklist. In the future, we plan to change the assessment to a final exam. Students work in groups and this is not a true assessment of individual student 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
Seven students were assessed using the competency checklist. Students were required to produce a variety of yeast based doughs. The standard of success was met since students scored 100% on each of the competencies. The current standard of success is 70% of all students scored 70% or higher. Based on this data, students exceeded the standard of success. However, students were assessed in small groups and it does not focus on individual achievement.

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

Students were assessed in groups. The competency checklist made it difficult to assess individual student's strengths and weaknesses. Overall students success was very high.

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.

All students achieved 100% on the competency checklist. Students worked in groups which made it difficult to assess individual strengths and weakness. Using the final exam as the assessment tool for future accessments would focus more accurately on individual student's success/weaknesses. However, some students who struggle with math had a difficult time with this competency.

Outcome 4: Produce international breads.

- Assessment Plan

  - Assessment Tool: competency checklist

  - Assessment Date: Fall 2015

  - Course section(s)/other population: All

  - Number students to be assessed: Random sample of 50% of the students in all sections.

- o How the assessment will be scored: Competency checklist will be scored against the rubric based on the competencies mandated by the American Culinary Federation.

- o Standard of success to be used for this assessment: 70% of the students will score an average of 70% or better on the competency checklist

- o Who will score and analyze the data: Departmental faculty will blind-score the competency check list.

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)
	2017	

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

# of students enrolled	# of students assessed
7	7

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.

All students 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.

The course is face to face.

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

Students were required to produce a variety of yeasted bread doughs and were evaluated using a competency checklist. In the future, we plan to change the assessment to a final exam. Students work in groups and this is not a true assessment of individual student 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

Seven students were assessed using the competency checklist. Students were required to produce a variety of yeast based doughs. The standard of success was met since students scored 100% on each of the competencies. The current standard of success is 70% of all students scored 70% or higher. Based on this data, students exceeded the standard of sudcess. However, students were assessed in small groups and does not focus on individual achievement. Students produced a variety of international breads.

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

Students were assessed in groups. The competency checklist made it difficult to assess individual student's strengths and weaknesses. Overall students success was very high.

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.

All students achieved 100% on the competency checklist. Students worked in groups which made it difficult to assess individual strengths and weakness. Using the final exam as the assessment tool for future assessments would focus more accurately on individual student's success/weaknesses. However, some students who struggle with math had a difficult time with this competency.

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?

Absolutely. Students begin this course with a few hours of bread production in CUL 114. This course is a 90 contact hour course. Students gain a tremendous understanding of the science of bread baking through the production of a large variety of breads. This is based on the results of the competency checklist.

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

The information will be shared with department faculty at a faculty meeting.

3.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We are moving from a competency checklist were students are evaluated in groups instead of individual performance to the final exam.	Using the final exam we will be able to focus on individual student achievement and will be able to identify areas of strength and weakness.	2017

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

> 5.

III. Attached Files

Advanced Bread Competency Checklist

Faculty/Preparer: Carol Deinzer **Date:** 05/19/2017
Department Chair: Derek Anders Jr **Date:** 05/30/2017
Dean: Kristin Good **Date:** 05/31/2017
Assessment Committee Chair: Michelle Garey **Date:** 08/31/2017