Skagit Valley College

**Outcomes Assessment Plan**

**Educational Outcomes**

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| ***Program/Dept Name*** | **Culinary Arts and Hospitality Management** | *Date* | **June 2012** |
| ***Submitted by*** | **Dani Cox** | | |

1. **Program Objective: Develop industry ready culinary competencies.**

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be**  **Accomplished** |
| Students will demonstrate the ability to meet industry quality**, speed and** **professionalism** standards for the production of food service and product preparation.  ***Gen Ed 6.2, 6.3, 7.1,7.2*** | Students will attain a score of 75% or higher on the **CAHM 175** practical exam in each three week module.  **All block modules:**  Students will score 80% or higher on professionalism points: timeliness and uniform standards | N/A | Module Practical Test  Daily Professionalism Score | At the end of each three week module as scored by the chef instructor  Daily Professionalism points to include uniform and attendance only. |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

**7.) What were the results of the assessment(s)?**

**8.) How were the results used to improve?**

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| ***Program/Dept Name*** | **Culinary Arts and Hospitality Management** | *Date* | **June 2012** |
| ***Submitted by*** | **Dani Cox** | | |

**1. Program Objective: Demonstrate ethical practices with the handling of food as it relates to safety, sanitation, and sustainability.**

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Students will demonstrate the ability to prepare and store food in a safe and sanitary fashion.  ***Gen. Ed. 5.1; 6.1*** | 92% of CAHM 123 students will obtain a score of 75% or higher on the ServSafe Exam.  Second year Students will attain a score of at least 75% on the ServSafe Review Exam prior to starting their lab.  Second year students will maintain a Sanitation Log with a score of 75% or higher. | 84 % passed ServSafe exam in 2011-12 | ServSafe Exam  ServSafe Review Exam  Sanitation Logs | ServSafe – First Year of program **CAHM 123**  ServSafe Review Exam at the beginning of **CAHM 240 & CAHM 241**  **Sanitation Log** at the end of each three week module. **CAHM 240** |
| Students will develop an awareness of sustainability, how it relates to their actions in the kitchen and the impact they have on the local and global environment.  ***Gen. Ed. 5.1; 5.4*** | Increase product utilization and decrease waste by **25%** throughout the culinary lab.  **CAHM 240** students will obtain a score of **75% or higher** on their waste management and production logs. | N/A | Waste log evaluations Production sheet evaluations  Data analysis will be used to adjust production, utilize products and reduce or eliminate waste. | **Waste Log Evaluations**  **Production Sheet Evaluation**  **CAHM 240** students at the end of each three week module. |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

**7.) What were the results of the assessment(s)?**

**8.) How were the results used to improve?**

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| ***Program/Dept Name*** | **Culinary Arts and Hospitality Management** | *Date* | **June 2012** |
| ***Submitted by*** | **Dani Cox** | | |

**1. Program Objective: Understand and apply concepts of mathematics as they relate to the food service industry.**

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Students will demonstrate the ability to apply mathematical principles to solve problems in costing  ***Gen. Ed. 8.2*** | Attain a score of **75%** or higher on costing assignments in:  **CAHM 198**  **CAHM 238**  **CAHM 240**  **CAHM 241** | 70% of students had inaccurate data for CAHM 238  Menu assignments | Costing assignments:    **CAHM 198**  **CAHM 238**  **CAHM 240**  **CAHM 241** | Quarterly as scheduled in classes:  **CAHM 198**  **CAHM 238**  **CAHM 240**  **CAHM 241** |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

**7.) What were the results of the assessment(s)?**

**8.) How were the results used to improve?**

Outcomes Assessment Plan

Educational Outcomes

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| ***Program/Dept Name*** | **Culinary Arts and Hospitality Management** | *Date* | **Feb. 2011** |
| ***Submitted by*** | **Dani Cox, & Martin Hahn** | | |

1. **Program Objective: Develop industry ready culinary competencies.**

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be**  **Accomplished** |
| Students will demonstrate the ability to meet industry quality**, speed and** **professionalism** standards for the production of food service and product preparation.  ***Gen Ed 6.2, 6.3, 7.1,7.2*** | Students will attain a score of 75% or higher on the **Practical/Presentation** testing at the completion of each three week module | N/A | Module Practical & Presentation Test  Daily Professionalism Score | At the end of each three week module as scored by the chef instructor |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

**7.) What were the results of the assessment(s)?**

1.) Student skill levels were at or below anticipated 75% on their practicals, especially knife cuts, and sauces, in the CAHM 175 lab block which are foundational skills for moving up to CAHM 185 lab block.

2.) Students testing in the CAHM 198 course showed weaknesses in their lab skill exams (knife cuts, chicken cuts and sauces), 70-80% requiring review and repeat testing.

3.) Students with advanced standing from skill center were weak in sauces and chicken cutting skills.

4.) Daily Professionalism score management was inconsistent.

**8.) How were the results used to improve?**

1.) Changes were made in the delivery of the CAHM 175 block area; Customer service was moved back into the CAHM 185 block providing additional attention to foundational skill development (knife cuts, sauces, and stocks) .

2.) Additional emphasis was placed on developing industry speed skills while in the CAHM 185 block area.

3.) Students graduating from the NW Academy Skill Center are given advanced standing for CAHM 175 if they obtain an 85% (B) in their coursework. A meeting to review articulated skills occurred in June 2012 to address weaknesses and areas for improvement. Review and follow-up will occur in 2012-13 school year.

4.) Professionalism skills; uniform and attendance, will need to be graded separate from lab skill completion.

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**1. Program Objective: Demonstrate ethical practices with the handling of food as it relates to safety, sanitation, and sustainability.**

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Students will demonstrate the ability to prepare and store food in a safe and sanitary fashion.  ***Gen. Ed. 5.1; 6.1*** | First year students will obtain a score of 75% or higher on the ServSafe Exam.  Second year Students will attain a score of 75%  ServSafe Post Exam & Maintain a Sanitation Log with a score of 75% or higher. | N/A | Sanitation Logs  ServSafe Pre/Post Exam  ServSafe Exam | ServSafe – First Year of program **CAHM 123**  Pre/Post Exam at the beginning and ending of **CAHM 240/241**  **Sanitation Log** at the end of each three week module. **CAHM 240** |
| Students will develop an awareness of sustainability, how it relates to their actions in the kitchen and the impact they have on the local and global environment.  ***Gen. Ed. 5.1; 5.4*** | Increase product utilization and decrease waste by **25%** throughout the culinary lab.  Sous Chefs will have obtain a score of **75% or higher** on their waste management logs. | N/A | Through the use of waste logs, sous chefs will gather and review waste for lab areas on a weekly basis. Utilizing data to adjust production in their area and reduce or eliminate waste. | **Waste Log** at the end of each three week module. **CAHM 240** |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

**7.) What were the results of the assessment(s)?**

1.) 84% of students in CAHM 123 passed the ServSafe Exam with 75% or better.

2.) Pre/Post exam for CAHM 240/241 will be implemented in 2012-13 school year

3.) Sanitation Logs occurred on a weekly basis, a review in late fall of 2011 showed that students’ documentation of temperatures was inaccurate due to only using refrigerator thermometers, not internal product temperatures.

4.) Waste Logs varied within the Lab areas, data was flawed.

**8.) How were the results used to improve?**

1.) A new addition of ServSafe and delivery style “My ServSafe Lab” will be added to the curriculum in fall 2012, with the goal of increasing the percentage of students who pass the ServSafe exam from 84% to 92% (10% increase)

2.) The pre/post exam from ServSafe will be implemented into the curriculum for all CAHM 240 & 241 students during orientation week starting in the fall 2012.

3.) Following the inspection of November 2011, Sous Chefs were required to document at least one internal temperature per refrigerator unit, in addition to ambient temperature, increasing awareness and accuracy of sanitation.

4.) A new waste log system will be implemented in the fall of 2012. Students in CAHM 240 will be required to articulate their findings into a statement at the end of each week

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| ***Submitted by*** | **Dani Cox, & Martin Hahn** | | |

**1. Program Objective: Understand and apply concepts of mathematics as they relate to the food service industry.**

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Students will demonstrate the ability to apply mathematical principles to solve problems in costing  ***Gen. Ed. 8.2*** | Attain a score of **75%** or higher on costing assignments in **CAHM 240 & CAHM 241** | N/A | Module waste sheets in CAHM 240  Menu assignment in CAHM 241 | At the end of each three week module as scored by the chef instructor. |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

**7.) What were the results of the assessment(s)?**

1. Waste Logs varied within the Lab areas.
2. Menu assignments varied throughout the lab making data collection inconsistent.
3. Students would often breakdown the cost of a product, and not apply critical thinking skills, ( e.g. submitting inaccurate numbers 1 cup of flour costing 5x’s the amount as a 1# fish)
4. It was noted during the CAHM 238 capstone menu costing assignment that approximately 70% of the students struggled with accuracy.

**8.) How were the results used to improve?**

1.) A review of purchases made in the 2011-12 school year will be gathered. High impact products used during the 2011-12 school year will be identified. From this information, starting in the fall 2012, key products will be labeled with case and unit prices.

2.) The labeling/sticker system will be posted to raise an awareness of package type and cost. Data can also be used for costing out recipes and menus. The current system of costing provides a wonderful resource to the students, but sheer volume and variety available for students to access often times causes confusion.

3.) Identifying the cost and packaging of a limited list of products will allow for expedited review and feedback on assignments. This, along with increasing the number of applied costing assignments throughout the lab, will increase applied math skills.

*Outcomes Assessment Plan*

*Educational Outcomes*

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| ***Program/Dept Name*** | **Culinary Arts and Hospitality Management** | *Date* | **Oct. 2008** |
| ***Submitted by*** | **Dani Cox, & Martin Hahn** | | |

1. **Program Objective:**

**First Year Student** Discipline Specific Outcomes -Learn the basic skills of food preparation and service.

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Entry-level **knowledge** for employment as a baker, prep/line cook, or food service worker. | 80% of entering students will complete intended outcomes. | N/A | Module Quiz  Block Quiz  Module Written Reports | During and at the completion of each module & block. |
| Entry-level **technical skill** for employment as a baker, prep/line cook, or food service worker. | Same as above | N/A | Skill sheets- Module & Block  Plated Presentations- Module & Block  Practical Evaluations- Module & Block  Daily Lab Points | Same as above |
| Entry-level **professional demeanor** for employment as a baker, prep/line cook, or food service worker. | Same as above | N/A | Daily Lab Points | Completed |

1. **Program Objective:**

**Second Year Student** Discipline Specific Outcomes -Learn entry-level skills for food service management positions.

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Entry-level knowledge for food service management position. | 50% of students that start the second year successfully complete ATA requirements | N/A | Peer evaluations  Entry written exam for Sours chef test  Weekly quizzes  Quarterly National Exams  Banquet Management  Daily/Weekly Lab Evaluations | During and at the completion of each module and block |
| Entry-level technical skill for food service management position. | Same as above | N/A | Advanced Cooking & Salon Piece  Banquet Management  Peer evaluation  Sous Chef Entry Exam  Daily Lab/ Weekly Evaluations | Same as above |
| Entry-level professional demeanor for food service management position. | Same as above | N/A | Quarterly Oral Reports  Banquet Management  Peer Evaluation  Quarterly Progress Reviews  Daily Lab/ Weekly Evaluations | Same as above |

***Program/Dept Name: Culinary Arts and Hospitality Management***

***Submitted by Dani Cox, Martin Hahn,*  *Date: October 2008***

**1. Program Objective: General Education Outcomes :** Communication , Critical Thinking, Individual Awareness & Responsibility, and Information Literacy

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| **Information Literacy 1.3:**  Students will be able to: Evaluate information and its sources critically. | 80% of entering students will complete intended outcomes | N/A | Written reports | End of each 3 week module. |
| **Critical Thinking 2.9:**  Students will be able to:  Apply and / or create problem-solving strategies to successfully adapt to unpredictable and /or changing environments | 80% of entering students will complete intended outcomes. | N/A | Practical Exam in CHAM 182 : Timed line-cooking techniques | Last week of each 3 week module. |
| **Communication 3.4:**  Students will be able to: Integrate academic and /or professional writing into written and spoken projects | 80% of entering students will complete intended outcomes. | N/A | Module Oral Reports  Module Written Reports | Last week of each 3 week module. |
| **Individual Awareness & Responsibility 6.2:**  Students will be able to: Demonstrate standards of professionalism in manner, appearance and setting appropriate to the context including the classroom, workplace, and community. | 80% of entering students will complete intended outcomes. | N/A | Daily Lab Points | During and at the completion of each module & block. |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

2 Note if comparison data or groups are available using 1) pre-test/post-test, 2) baseline data, or 3) regional or national data and a brief description if needed.

**7. What were the results of the assessment(s)?**

***Individual Awareness & Responsibility (Gen Ed Outcome 6.2) Professional Demeanor:*** Students were monitored throughout the 2006-2008 school year using daily lab points and evaluation. It was evident that we had issues with professionalism particularly with regards to uniform and demeanor. Students were showing up late and out of uniform.

***Technical Skill and Retention of Second Year Students:*** Through the use of student opinionairs and end of quarter questionnaires, we determined that students had a strong desire to continue in advanced cooking and baking skills.

**8. How were the results used to improve?**

**Professional Demeanor Changes:**

In the winter of 2008 we changed our class group meeting time and location to facilitate an opportunity for the students to be in full uniform and go directly into the lab. In the fall of 2008 we instituted a procedure of measuring uniforms as the student entered the lab by a staff member. Students have excelled in their professionalism to a degree the > 1 % who are out of full uniform.

**Technical Skills and Retention of Second Year Students**

In the fall of 2008 we began the transition into the new catalog with enhanced techniques strongly supported by the remodel of the kitchen lab area. A new café operated by second year students was open to the public in the winter of 2008, Sous Chef (2nd year) courses were restructured to bring more focus to operation and management of a small facility (Café) while still maintaining the required core competencies outlined by the American Culinary Federation. In the winter of 2008 we offered our first advanced baking course to second year students.

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| ***Submitted by*** | **Dani Cox, & Martin Hahn** | | |

1. **Program Objective:**

**First Year Student** Discipline Specific Outcomes -Learn the basic skills of food preparation and service.

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| Entry-level **knowledge** for employment as a baker, prep/line cook, or food service worker. | 80% of entering students will complete intended outcomes. | N/A | Module Quiz  Block Quiz | At the completion of modules & blocks |
| Entry-level **technical skill** for employment as a baker, prep/line cook, or food service worker. | Same as above | N/A | Skill sheets- Module & Block  Plated Presentations- Module & Block  Practical Evaluations- Module & Block  Daily Lab Points | Same as above |

1. **Program Objective:**

**Second Year Student** Discipline Specific Outcomes -Learn entry-level skills for food service management positions.

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| Entry-level **knowledge** for food service management position. | 50% of students that start the second year successfully complete ATA requirements | N/A | Peer evaluations  Entry written exam for Sours chef test  Quarterly National Exams  Daily/Weekly Lab Evaluations | During and at the completion of each module and block |
| Entry-level **technical** skill for food service management position. | Same as above | N/A | Advanced Cooking & Salon Piece  Peer evaluation  Sous Chef Entry Exam  Daily Lab/ Weekly Evaluations | Same as above |

***Program/Dept Name: Culinary Arts and Hospitality Management***

***Submitted by Dani Cox, Martin Hahn,*  *Date: October 2008***

**1. Program Objective: General Education Outcomes :** Communication , Critical Thinking, Individual Awareness & Responsibility, and Information Literacy

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| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| **Information Literacy 1.3:**  Students will be able to: Evaluate information and its sources critically. | 80% of entering students will complete intended outcomes | N/A | Written reports | End of each 3 week module. |
| **Critical Thinking 2.9:**  Students will be able to:  Apply and / or create problem-solving strategies to successfully adapt to unpredictable and /or changing environments | 80% of entering students will complete intended outcomes. | N/A | Practical Exam in CHAM 182 : Timed line-cooking techniques | Last week of each 3 week module. |
| **Communication 3.4:**  Students will be able to: Integrate academic and /or professional writing into written and spoken projects | 80% of entering students will complete intended outcomes. | N/A | Module Oral Reports  Module Written Reports | Last week of each 3 week module. |
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1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

2 Note if comparison data or groups are available using 1) pre-test/post-test, 2) baseline data, or 3) regional or national data and a brief description if needed.