

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Culinary Arts	231	CUL 231 04/30/2015- Advanced Kitchen Operations: Global Cuisine
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: Describe the concepts and principles of food service safety and nutrition, cost and quality controls, and organizational management for advanced kitchen operation.

- Assessment Plan
  - Assessment Tool: Student Project
  - Assessment Date: Spring/Summer 2015
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of 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
11	8

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.

8 of 11 students who completed the course were assessed. 3 students were unable to complete the course due to absence or withdrawal

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 included.

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

During the semester, students develop an individual menu, cost analysis and organization research project. The materials are submitted and reviewed using a departmentally-developed rubric.

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

All students successfully completed the research paper with a score of 75% or higher

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

Students successfully created individual menus, completed a cost analysis for their menu and completed the research paper.

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.

When compared to their test results, students didn't demonstrate the same understanding of cost control concepts. Additional time will be spent on cost analysis and students will be given more cost study problems to compliment the text book reading assignments.

Outcome 2: Plan and prepare foods with proper portion, temperature, and attractive plate presentation attributes as they relate to global cuisine.

- Assessment Plan
  - Assessment Tool: Student Project
  - Assessment Date: Spring/Summer 2015
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed Student Project Outline and Evaluation Sheet
  - Standard of success to be used for this assessment: 75% of 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
11	8

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.

8 of 11 students who completed the course were assessed. 3 students were unable to complete 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.

All students were included. This course is taught in a face-to-face format only.

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

During the semester, students develop an individual menu, cost analysis and organization research paper. The materials are submitted and reviewed using a departmentally-developed rubric. Evaluation Sheet

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

All students successfully completed the research paper with a score of 75% or higher

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

Strengths: students performed 75% or higher in this area. Standard of success was met

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.

In review the course and the grades, the individual's record of attendance plays a key factor in students' success.

Outcome 3: Recognize and compare flavor profiles and ethnic ingredients consistent with preparing classical foods of global origins.

- Assessment Plan
  - Assessment Tool: Multiple-choice and short answer exams
  - Assessment Date: Spring/Summer 2015
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed 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: 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
11	8

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 8 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.

All students in all sections were assessed. The course is taught in a face-to-face mode only.

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

Taste sensory evaluation forms were completed by the student. The results are scored using a rubric with a 2-5 scale scoring how well the student identifies the flavors and tastes.

Evaluation document includes rating on taste, texture arome and presentation on recipes prepared by students

example criteria:

EXTREMELY ACCEPTABLE = 75%

MODERATELY = 75%

ACCEPTABLE = 75%

UNACCEPTABLE

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

Using a rubric to assess their ability to determine between tastes and flavors, 100% of the students scored 75% or higher. Please note that 6 of the 8 students (75%) scored 100%.

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

75% of students were able to recognize common flavor descriptions based on the results of the food tasting evaluation form.

No weaknesses were found during 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.

Due to the complexity of the restaurant component attached to this course, I found that extra time is needed for better results. Plans for continuous improvements are in the works.

Outcome 4: Demonstrate proficiency at all kitchen stations using a variety of equipment, ingredients, and cooking methods.

- Assessment Plan
  - Assessment Tool: Lab Performance
  - Assessment Date: Spring/Summer 2015
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of 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
11	8

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.

8 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.

All students in all sections were assessed. The course is taught only in a face-to-face mode.

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

Lab performance grading document was the tool. Competencies are weighted throughout the semester.

- Demonstrate knowledge of HACCP
- Demonstrate knowledge of basic safety sanitation
- Demonstrate understanding of recipe
- Demonstrate the traits of a good employee
- Demonstrate math skills
- Demonstrate basic nutrition
- Demonstrate an understanding of moist heat and dry heat cooking
- Demonstrate and identify differences in food cultures

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 75% or higher on the assessment.

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

8 students scored 75% or higher on standard kitchen competencies.

Strength: Students performed better in the practical portions of the course than on the written exam.

Weakness: More working students require more contact hours/ class time to better prepare for 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 my course and eliminate repetitive text book exams

Stress the importance of attendance

Adjust homework assignment to include industry assignment contact hours and reinforce the need to complete re-cap course work in the lab

Plans for improvement incorporate a component of proficiency Assessment exam Mandatory for this section upon completing the course. This Competency test is designed on a national standards it encompass all course objectives to ensure levels of skill based knowledge was achieved. The test is under the work force ready system for Skills USA.

## 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?

Students met the standard of success for three of four student learning outcomes. While they understood the basics of safety and sanitation, they had a more difficult time with math skills as relate to understanding and adjusting recipes based on the quantity being prepared as well as cost analysis.

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



The course assessment as well as the action plan will be shared at the beginning of Fall 2015.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Reduce in class texting. incorporate more short quizz.  Intrcroduce the Skill USA workforce ready system as the exit exam for this course.	Previous years results indicated that student have satisfactory knowledge of the book material for this course. this task was tested when the department added a Fundatmental course to the Program in 2013. This course satisfied 65% theory based knowledge that was carried on to the next level. Therefore, an exit exam is more in line wth natinal standards assessments for this skill trade.	2015
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Additional time will be spent on cost analysis and students will be given more case study problems to compliment the text book readings.	Students need more practice with cost analysis.	2015

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

Based on the overall assessment report, I would like to see students score higher on their written exam and focus more on time management in the kitchen. I was surprised to learn that younger students performed better when lessons were shared on blackboard. Older students worked better when lessons were shared in the class. Presently, enrollment for this course stands @ 75% non-traditional

students and 25% traditional students. Plans are to create blended activity for the first 4 weeks on the computer. This will possibly reduce competency tension when testing.

### III. Attached Files

[assessment change](#)

<b>Faculty/Preparer:</b>	Terri Herrera	<b>Date:</b> 05/05/2015
<b>Department Chair:</b>	Carol Deinzer	<b>Date:</b> 06/15/2015
<b>Dean:</b>	Kimberly Hurns	<b>Date:</b> 06/19/2015
<b>Assessment Committee Chair:</b>	Michelle Garey	<b>Date:</b> 11/09/2015