

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Food and Nutrition Department
Program:	Culinary Arts
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Student will be able to practice proper food safety
2. Practice principles, methods of food production with standardized recipes & general skill
3. Student will be able to perform dining room service functions and customer service.
4. Student will be able to maximize nutrient retention in food preparation & storage.

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

We learned that current technology and equipment are needed to train students to industry standards. Advanced training in pastry, catering and wine/spirits need to be added to the curriculum. Offerings for management class and both theory classes need to be offered each semester rather than annually. This improvement will allow student to schedule thier completion of the program at a more personalized pace.

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Our introduction courses teach to the SLOs and then build skills and knowledge that improves the student ability and address the SLOs for the more advanced courses. The course that the student take after all prerequisites have been met broadens the scope of knowledge and meet the Program SLOs. All phases of instruction intergrate critical thinking, communication and competency.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

Students demonstrate competency in culinary arts by mastering the following skills: food preparation, baking, food service management, and restaurant operations. This contributes to students being able to think critically and effectively integrate into the workforce.

E. How do you engage in collegial dialog about student learning outcomes?

In each of our course offerings we include the course SLOs . We discuss the Program SLO's and routinely talk about the four ingredients of a successful worker: critical thinking, communication, competency and engaging with the community.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

The major objective in implementing equality in our classroom setting has been addressed by carefully assessing the knowledge gaps in writing and mathematics. Both of these skills are the foundation to success for the student but also for their career in food service. We assess the ability through "pre-testing" the student, offer campus resources and then give in class leadership through our advanced students assigned to each class.