1. **Assessment information collected**
   The following challenges resulted in a lack of assessment information being collected within the Culinary Arts and Hospitality program:
   1. The program began the academic year with two new faculty, which represents a complete turnover in the program’s full-time faculty. In addition one of these full-time faculty resigned their position for personal reason after the completion of the fall semester.
   2. The program has been faced with retention challenges over the past several semesters. As a result, faculty efforts over the past academic year were focused on spending extra time in the classroom and developing a plan to mitigate this retention challenge.
   3. The SLOA plan in place for the program contained intended objectives/outcomes that were vague, difficult to measure, and didn’t directly relate back to specific learning objectives/outcomes that students should develop through their program of study.

2. **Conclusions drawn from the information summarized above**
   No conclusions were able to be drawn due to a lack of assessment data.

3. **Curricular changes resulting from conclusions drawn above**
   Although no curricular changes resulted from conclusions drawn from collected assessment information; the following SLOA Plan and program sequencing changes have been made to address the challenges noted above:
   1. Development of a 10-month certificate completion program focused on allowing students to get in, get out, and go to work. This certificate completion program has been designed to enable students build on the foundation of skills they’ve developed and earn an AAS degree in their second year.
   2. Revised SLOA plan (attached) focused on intended objectives/outcomes that are measurable and directly relate back to specific learning objectives/outcomes that students should develop through their program of study.
4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

The following Culinary Arts and Hospitality faculty (full-time and adjunct) were involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting.

Daryl Allen  
Luis Martinez  
Sean Walklin

as well as CTC Associate Dean (Keith Swarner)
MISSION STATEMENT: To be the leaders in foodservice education by providing our community with well qualified foodservice employees. We will continue to hold our students to the highest industry standards. The department is dedicated to student centered learning by providing focused educational subject matter, accomplished in part by leading a student operated restaurant service and externship opportunities.

GOAL STATEMENT: Students earning the Culinary Arts Certificate will have acquired a solid foundation of the knowledge and cooking skills necessary to be successful in a professional kitchen setting. The foundational knowledge and skills will prepare students to enter the workforce and begin to ascend up the employment ladder while in pursuit of achieving their personal goals in the foodservice industry.

<table>
<thead>
<tr>
<th>Intended Outcome / Objectives</th>
<th>Assessment Criteria and Procedures</th>
<th>Implementation (What When Who)</th>
</tr>
</thead>
</table>
| **1. Baking and Pastry Arts** | **Instrument:** Assigned baking and pastry tasks in preparation for the Annual Culinary Arts and Hospitality Scholarship Dinner  
**Rubric:** Baking and Pastry Arts rubric will be used to rate the student’s abilities and knowledge in the following areas:  
- techniques, processes, methods and ingredients used to prepare baked goods.  
**Min. Standard:** 85% of students meet or exceed expectations. | **What:** Completed score sheets will be collected for assigned culinary tasks.  
**When:** Data collected every spring semester, assessment every other year.  
**Who:** CAH faculty. |
| **1a. Students should be able to** demonstrate foundation-level techniques, processes, methods and ingredients used to prepare baked goods. | | |

| **2. Culinary Arts** | **Instrument:** Assigned culinary tasks in preparation for the Annual Culinary Arts and Hospitality Scholarship Dinner  
**Rubric:** Culinary Arts rubric will be used to rate the student’s abilities and knowledge in the following areas:  
- techniques, processes, methods and ingredients used in cooking;  
- methods and processes to add flavor to foods; and,  
- preparation and evaluation of various stocks, soups and sauces.  
**Min. Standard:** 85% of students meet or exceed expectations. | **What:** Completed score sheets will be collected for assigned culinary tasks.  
**When:** Data collected every spring semester, assessment every other year.  
**Who:** CAH faculty. |
| **2a. Students should be able to** demonstrate foundation-level techniques, processes, methods and ingredients used in cooking.  
**2b. Students should be able to** apply various methods and processes to add flavor to foods.  
**2c. Students should be able to** prepare and evaluate various stocks, soups and sauces. | | |
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<tr>
<td><strong>3. Professionalism in the Workplace</strong></td>
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| 3a. Knowledge of Industry: Students should be able to demonstrate an understanding of the history and workings of the culinary arts and hospitality industry. | **Instrument:** Performance in preparation for and during the Annual Culinary Arts and Hospitality Scholarship Dinner. **Rubric:** Professionalism in the Workplace rubric will be used to rate the student’s abilities and knowledge in the following areas:  
  - understanding of the history and workings of the culinary arts and hospitality industry;  
  - effective communication between supervisors, co-workers, and subordinates in written form, email, or in person;  
  - recipe conversions, yield calculations and analysis, food and restaurant costs, menu pricing, and interpretation of profit and loss statements; and  
  - human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates. | **What:** Completed score sheets will be collected for assigned culinary tasks.  
**When:** Data collected every spring semester, assessment every other year.  
**Who:** CAH faculty. |
| 3b. Communication: Students should be able to effectively provide information to supervisors, co-workers, and subordinates in written form, email, or in person. | | |
| 3c. Computation: Students should be able to perform recipe conversions, calculate yield analysis, determine food and restaurant costs, determine menu price, and interpret profit and loss statements. | | |
| 3d. Human Relations: Students should be able to apply human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates | | |
| **Min. Standard:** 85% of students meet or exceed expectations. | | |
| **4. Safety in the Workplace** | | |
| 4a. Tools and Equipment: Students should be able to demonstrate proficient and proper use of tools and equipment. | **Instrument:** Tools and equipment proficiency and safety assessment check-off. **Rubric:** Being developed. **Min. Standard:** 90% of students meet or exceed expectations. | **What:** Tools and equipment proficiency and safety check off assessment will be assessed each semester.  
ServSafe Managers certification exam from the National Restaurant Association Education Foundation given in CAH F150 (Food Service Sanitation) **When:** Data collected every semester, assessment every other year.  
**Who:** CAH faculty. |
| 4b. Food Safety and Sanitation: Students should be able to demonstrate safe receiving, handling and processing of food; identification and properly handling of food spoilage; and application of safety and sanitation measures to minimize food borne illness and injury. | **Instrument:** Certification exam **Rubric:** Being developed. **Min. Standard:** 90% of students meet or exceed expectations. | |