# Culinary Arts (AAS)

# Educational Effectiveness

# Assessment Plan

**University of Alaska Anchorage  
Community and Technical College**

**Version VIII**

**Adopted by**

**The Culinary Arts & Hospitality Faculty: May 2019**

**Submitted to:**

**Denise Runge, CTC Dean: October 2019**

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## Mission Statement

The Mission of the Culinary Arts & Hospitality Administration Program is to provide future industry professionals with the progressive and innovative Culinary Arts & Hospitality education they need to be successful in our industry.

## Program Introduction

Throughout each academic year, faculty, staff and leadership from the Culinary Arts program discuss and formulate objectives, outcomes and assessment strategies. Each program course curriculum content guide was studied to clarify what a student ideally ought to know upon course completion and then ultimately upon graduation. Additionally, the program chair continuously reviews standards and skill competencies set by the National Restaurant Association Educational Foundation, the American Culinary Federation Educational Institution and the Council on Hotel Restaurant Institutional Education to determine if program meets national standards. The recent program accreditation through the American Culinary Federation (in May 2015) has given the program additional validity in learning outcomes and program assessment.

This document defines the expected student learning outcomes for the Associate’s Degree in Culinary Arts (AAS) and outlines a plan for assessing the achievement of the stated outcomes.

The faculty met and accepted this assessment plan revision in May 2019. The Program Improvement & Curriculum Review Committee (PICR CTC) reviewed the plan and made suggestions for improvement in 2019.

## Assessment Process Introduction

This document defines the expected student learning outcomes for the Associate’s degree in Culinary Arts and outlines a plan for assessing the achievement of the stated outcomes.

The development of the outcomes consisted of faculty discussion in the Fall of 2007. Previous outcomes were revised based on feedback from Assessment Peer Review Committee. The outcomes now represent measurable evidence of student learning. Faculty contributions resulted in succinct outcomes with strong verbiage that are student-friendly, measurable and achievable. The program meets all related instructional requirements. The minimum standards of computation, oral and written communication are assessed throughout this degree. The faculty met and accepted the outcomes and assessment processes on November 25, 2007. The plan was revised in April 2010. Since our recent ACF accreditation process in 2015 was complete, we have updated our outcomes and assessment plan to reflect the changes we have made to our assessment activities. These changes include pre/post tests and informally, course evaluations and annual graduate/employer surveys.

Approval Timeline:

-Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 4/5/19

-Reviewed by the Faculty Senate as an information item: 5/3/19

-Reviewed by the Academic Assessment Committee: 9/1/17

-Reviewed by the Faculty Senate as an information item: 10/6/17

## Program Outcomes

**At the completion of this program, students are able to:**

* Apply theories and concepts of baking and demonstrate required techniques in a commercial bakery.
* Apply theories and concepts of cooking and demonstrate required techniques in a commercial kitchen.
* Demonstrate proficiency in sanitation and safety codes and apply procedures necessary to maintain a safe foodservice facility.
* Analyze food cost and implement necessary controls to maintain costs and ensure profitability.
* Demonstrate the ability to use human resource management and facility operation management to ensure customer service and profitability.

### Table 1: Association of Assessment Measures to Program Outcomes

| **Outcomes** | Serv Safe Nat’l Exam | Pre Test/  Post Test | Bakery Skills Competency Evaluation | Culinary Skills Competency Evaluation | Dining Room Mgmt. Competency Evaluation |
| --- | --- | --- | --- | --- | --- |
| * Apply theories and concepts of baking and demonstrate required techniques in a commercial bakery | 0 | 1 | 1 | 0 | 0 |
| * Apply theories and concepts of cooking and demonstrate required techniques in a commercial kitchen | 0 | 1 | 0 | 1 | 0 |
| * Demonstrate proficiency in sanitation and safety codes and apply procedures necessary to maintain a safe foodservice facility | 1 | 1 | 1 | 1 | 1 |
| * Analyze food cost and implement necessary controls to maintain costs and ensure profitability | 0 | 1 | 1 | 1 | 0 |
| * Demonstrate the ability to use human resource management and facility operation management to ensure customer service and profitability | 0 | 1 | 0 | 0 | 1 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

## Assessment Measures

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

### Table 2: Program Outcomes Assessment Measures and Administration

| **Measure** | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| ServSafe Nat’l Exam | Measures students ability to identify and implement sanitation standards | Semester- Week 15 | National Exam | Assigned Instructor |
| Pre Test/Post Test | Tests student knowledge before and after lab courses | Week 1 and Week 15 | Test | Assigned Instructor |
| Bakery Skills Competency Evaluation | Measures students proficiency/competency with baking theory, concepts and techniques | Semester- Week 14/  Continuous | Practical Evaluation/  Observations | Assigned Instructor |
| Culinary Skills Competency Evaluation | Measures students proficiency/competency with cooking theory, concepts and techniques | Semester- Week 14/  Continuous | Practical Evaluation/  Observations | Assigned Instructor |
| Dining Room Management Competency Evaluation | Measures student proficiency/competency with facility operations and customer service | Semester-  Week 14/  Continuous | Practical Evaluation/  Observations | Assigned Instructor |

## Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

Faculty meets at least 3 times per academic year (August, January and May) to discuss and review the assessment plan. The current timeline for implementing the various components of the program assessment plan is:

Annually as needed Plan Revisions

Annually Data Collection

Annually (May) ACF report submission for continued accreditation

Annually (June) Data Analysis and UAA OA Report Preparation and Submission

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty meet several times per year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

* changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* changes in faculty/staff assignments
* changes in advising methods and requirements
* addition and/or replacement of equipment
* changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.

## Appendix A: Serv Safe National Exam

Measure Description:

This is a national certification exam distributed by the National Restaurant Association’s Education Foundation. The program has utilized this exam since 1983 and finds it to be reliable and valid. The exam tests for food safety and sanitation concepts and practices of which an understanding is necessary to decrease the risk of food borne illness. It is a multiple choice exam of 90 questions. The exam tool is sent certified mail to the instructor and must be strictly proctored. The completed exam answer sheets along with the exam tool and any unused exams are mailed back to the National Restaurant Association for scoring. A current ServSafe certificate is required to take the culinary lab classes. NOTE: (An attachment of the exam tool is not provided as it is the property of the Nat’l Rest. Assoc.)

Factors that affect the collected data:

The exam is optional therefore the sample size is less than the total class enrollment which could skew the data. The exam is now mandatory which means students of varied abilities will take the ServSafe exam, which will skew data from previous years when the exam was voluntary.

How to interpret the data:

Specifically, for both objectives and outcomes the data provides very accurate results. The data is known one month after the exam, so faculty can make changes in instruction methodology if needed.

The test results provide data that allows UAA student scores to be compared to national scores.

## APPENDIX B: Pre/Post Test

**Measure Description:**

A pre- and post-test will be administered to students as they move from the theory courses required by the degree into the hands-on, practicum laboratories courses to identify any gaps in learning. The instructor will evaluate the results and reinforce competencies learned in the core classes prior to the labs. At the completion of the lab courses, the tests will be administered again the results monitored. The test will focus on skill sets such as sanitation, food handling and product costing procedures.

**How to interpret the data:**

The overall objective is to determine if student learning outcomes are being met in the theory courses, prior to the labs. Scores will be evaluated and if they fall below a satisfactory percentage, the concept will be re-taught prior to student entering the lab courses. Theoretically, scores will be substantially higher for the post test, as skills will be reinforced continually throughout the laboratory courses.

As for competency level it is expected that students would be competent at these score levels which are derived from the Pre/Post Test evaluation:

* -55% - 69% Poor
* -70% - 80% Adequate
* -81% - 90% Good
* -91% - 100% Excellent

Sample Pre/Post-Test

1. Cross contamination defined:

a. the transfer of pathogens or other harmful contaminants from one surface or food to another

b. when foods are contaminated at the source, such as a farm or processing plant

c. when you submerge a hose that is connected to a faucet into a mop bucket

d. the transfer of allergens from a food or work surface that contains an allergen to a food that does not contain the allergen

2. The temperature danger zone is:

a. the temperature range in which harmful bacteria multiply rapidly; it is 40° to 135°f

b. the temperature range in which harmful bacteria multiply rapidly; it is 41° to 135°f

c. the temperature range in which harmful bacteria multiply rapidly; it is 40° to 140°f

d. the temperature range in which harmful bacteria multiply rapidly; it is 41° to 140°f

3. What is the best preventative measure to stop the spread of pathogens?

a. wash your hands

b. sanitize work surfaces

c. use bleach as a sanitizer

d. store chemicals next to TCS foods

4. What is FIFO?

a. first in, first out; the scheduling method used for assigning line cooks shifts

b. first in, first out; a method of rotation for food product that utilizes oldest product first

c. fast inventory, fast ordering; a method of ordering product for an establishment

d. the acronym for the conditions needed for foodborne bacteria to grow

5. What is the proper way to store RTE foods with raw fish, beef and poultry?

a. Poultry on the top shelf, beef on the next shelf down, then fish and RTE foods on the bottom shelf

b. Fish on the top shelf, RTE foods on the next shelf down, then beef and poultry on the bottom shelf

c. RTE foods on the top shelf, fish on the next shelf down, then beef and poultry on the bottom shelf

d. Fish on the top shelf, beef on the next shelf down, then poultry and RTE foods on the bottom shelf

6. When should you wear gloves in the kitchen or bakery?

a. When handling any TCS food

b. Only when handling raw meats, such as chicken

c. Anytime you do not want food on your hands

d. When handling RTE foods, such as when you are plating a dish or bagging pastries

e. None of the above

7. Convert 4# 6oz to ounces.

a. 72oz

b. 68oz

c. 64oz

d. 70oz

8. If a 50# bag of all-purpose flour costs $26.69, what is the cost per pound and per ounce?

a. $.53/lb and $.03/oz

b. $.53/lb and $.06/oz

c. $.54/lb and $.04/oz

d. $.54/lb and $.03/oz

e. none of the above

9. How many 8oz servings does this recipe yield?

1 quart fire roasted diced tomato

1 pint chicken stock

½ cup heavy cream

½ cup pesto

a. 6

b. 7

c. 8

d. 5.5

e. none of the above

10. What is the cost per 8oz serving of the soup above if the total recipe costs $6.32?

a. $1.05 per serving

b. $.79 per serving

c. $.90 per serving

d. $1.14 per serving

e. none of the above

## Appendix C: Bakery Skills Competency Evaluation

Measure Description:

CA A202 Advanced Baking is a required course for the AAS degree in Culinary Arts. The Bakery Skills Competency Evaluation will take place in the 14th week of the semester. The instructor will assess the student on a final project to be completed within a required time frame and from a specific category of product (i.e., pastries, cakes). The instructor will observe and assess the students based on a set of performance criteria. The Bakery Skills Competency Evaluation consists of six areas of criteria in which the student must perform proficiently. The categories are:

**Menu-** menu selection and research complete within required time frame

**Appearance of Finished Product-** innovative and aesthetic plate presentation, balance of colors, appropriate shape, focus and flow

**Taste of Finished Product-** texture, taste, aromatic, mouth feel, flavor balances

**Sanitation and Safety**- safe and sanitary work habits, clean stations, food products cooked to the proper temperature

**Selection of Project**- degree of difficulty, seasonality

**Time Management/Organization**- completion of project within required time frame

How to interpret the data:

Each standard will be given a point value from 1-10 depending on the level of importance to the final project. Students will be scored from 0-3, depending on their level of proficiency:

Outstanding =3

Superior =2

Competent =1

Inadequate =0

The student score will be multiplied times the point value for an overall score for each category. All scores will be tabulated to result in a final score.

**Grading Scale:**

* 1. Outstanding
  2. Superior
  3. Competent
  4. Improvement Needed

Less than 60 Inadequate

**CA A202 Advanced Baking**

**Practical Evaluation:** This evaluation constitutes one fifth of the student’s final grade, it consists of a one part performance evaluation of the following criteria. Students will apply methods, concepts, principles & theories to complete practical examination. Each student will demonstrate the ability to create three different menu items from the stated category. Time limit for this evaluation will be 4.5 hours.

**Performance Standard Point Value Student Level Overall**

**(1-10) (0-3)**

1. Menu:

a. Menu research

b. Menu prepared in 15 minutes

c. Recipe Conversions/computation 4 X =

1. Selection of project:

a. Degree of difficulty

b. Seasonality 6 X =

1. Appearance of product:

a. Portion size

b. Ingredient colors harmonize.

c. Appropriate garnish on finished product

d. Presentation of finished product

e. Creativity and craftsmanship 6 X =

1. Taste of finished presentation:

a. Flavor balance

b. Texture

c. Aromatic

d. Nutritional balance 6 X =

1. Sanitation & Safety

a. Clean and complete uniform

b. Hair under control

c. Hands washed as needed

d. Work area sanitized

e. Products kept at proper temperature

f. Tools are in excellent condition

g. Safety considered when handling knives

h. Clean, organized work area 4 X =

1. Time Management/Organization

a. Project completed in acceptable time

b. Mise en place, everything in order

c. Sense of urgency

d. Order of Operation

e. Formula submitted with project 7 X =

**Grading Scale: Student Level:**

**99-90 points Outstanding 3 Outstanding**

**89-80 points Superior 2 Superior**

**79-70 points Competent 1 Competent**

**69-60 points Improvement Needed 0 Inadequate**

**Less than 60 Inadequate**

## Appendix D: Culinary Skills Competency Evaluation

Measure Description:

CA A201, A la Carte Kitchen, is a required course for both the AAS and BA degree. Each performance standard has a corresponding point value between 5 and 15, depending on the importance of the standard. Each student will be scored and the points tabulated to determine proficiency levels. The practicum will take place in the 14th week of the semester. The instructor will observe and assess the skill level of the student for two class sessions at two different food production stations. The Culinary Skills Competency Evaluation will assess the following criteria each worth 25 points:

**Sanitation-** industry standard, clean and assigned professional attire

**Mise En Place-** station set up in required time frame, appropriate tools

**Timeliness/Accuracy-** time management, ability to multi-task

**Accuracy in Food Quality and Presentation-** food cooked accurately, presentation and garnish complete

**Teamwork-** communication skills, focuses and able to perform under pressure

How to interpret the data:

Individual performance standards will allow faculty to determine student strengths and opportunities for improvement in regards to the course objectives. Individual student scores for the Culinary Skills Competency Evaluation will be tabulated and categorized in the following grading scale:

Exceptional 125-150

Good 100-124

Acceptable 75-99

Needs Improvement 50-74

Unacceptable 0-49

**CA A201 A la Carte Kitchen**

**Performance Evaluation (130 pts):** The final performance evaluation will consist of a practical demonstration of skill in two stations. Each student will be graded on mise en place, sanitation, timeliness and accuracy, food quality and presentation.

| **CA A201 A la Carte Kitchen** | Student Name: | |  |
| --- | --- | --- | --- |
| **Performance Evaluation (130 pts)**: The final performance evaluation will consist of a practical demonstration of skills throughout the semester. Each student will be graded on mise en place (25 points), sanitation (25 points), timeliness (25 points), Accuracy/food quality/Presentation (20 points), and Teamwork (35 points) | | | |
| **Performance Standard** | **Point Value** | **Student Score** | **Overall** |
| **1. Mise en place** |  |  |  |
| a. Set up station with all food equipment needed in order to prepare food for restaurant lunch service within required time frame | 5 |  |  |
| b. Sharp knives | 5 |  |  |
| c. Utilize correct tools for each task to be performed | 5 |  |  |
| d. Prepared/Recipe Conversion and Computation | 10 |  |  |
| **2. Sanitation** |  |  |  |
| a. Follow industry standard sanitation guidelines for food handling | 5 |  |  |
| b. Clean and assigned professional attire | 5 |  |  |
| c. FIFO | 5 |  |  |
| d. Appearance | 10 |  |  |
| **3. Timeliness** |  |  |  |
| a. Utilize time efficiently | 5 |  |  |
| b. Appropriately prepare and coordinate food production in required time frame | 5 |  |  |
| c. Multitask | 5 |  |  |
| d. Attendance | 10 |  |  |
| **4. Accuracy/Food quality/Presentation** |  |  |  |
| a. Cook all food items to the accurate doneness | 5 |  |  |
| b. Accurately prepare foods | 5 |  |  |
| c. Plate to the guidelines set out for each dish | 5 |  |  |
| d. Garnish each dish appropriately | 5 |  |  |
| **5. Teamwork** |  |  |  |
| a. Clear communication | 5 |  |  |
| b. Focused | 5 |  |  |
| c. Troubleshoot | 5 |  |  |
| d. Proactive | 5 |  |  |
| e. Perform under pressure | 5 |  |  |
| f. Conduct | 10 |  |  |
|  | 130 |  | 0 |
| **Grading Scale:** | **Comments** | | |
| 130-115 A |  | | |
| 114-99 B |
| 98-83 C |
| 82-67 D |
| 66-0 F |

## Appendix E: Dining Room Management Competency Evaluation

Measure Description:

The Dining Room Management Competency evaluation will measure a student’s performance against a set standard of proficiencies. CA A224 is a required laboratory course for both the AAS and BA degrees. There are 13 performance standards that a student will be assessed on and each standard is given a corresponding point value (1-10) in terms of importance. The student will be assessed and observed over the course of the semester and will be given a rating for each performance standard:

0= below minimal

1= minimal

2= competent

3= superior

The point value will be multiplied by the student score for each performance standard resulting in a total point value. The grading scale will range from inadequate to outstanding.

How to interpret the data

The assessment rubric is designed so that specific performance standards are identified. Each performance standard is given a rating that reflects its importance in the course outline, ranging from 1-10. The student score will be multiplied times the importance level to pinpoint specific deficiencies and successes of the individual students. This data will then be measured against the program outcomes to determine if students are meeting the expected objectives of the course.

**CA A224 Hospitality Service**

**Service Evaluation-** Students will be assessed on the following performance standards throughout the course of the semester. Each standard has a point value (1-10 based on importance) and the student score will be multiplied by this point value for an overall score.

**Performance Standard Point Value Student Score Overall**

1. Stocks station correctly and 5 X =

within required time frame

2. Sets/resets table correctly and 5 X =

within the required time frame

3. Greets guests promptly 8 X =

4. Shows competency in explaining

menu items 8 X =

5. Shows accuracy and timeliness in

taking and completing orders; shows

ability to multi-task 10 X =

6. Maintains friendly and cooperative

attitude towards guests, students and

faculty; responds well to

suggestions and critiques 10 X =

**Performance Standard Point Value Student Level Overall**

7. Maintains uniform and personal hygiene

standards 6 X =

8. Consistent and reliable attendance;

arrives on time and ready to work 10 X =

9. Show proficiency and accuracy with

POS system /check computation 7 X =

10. Follows correct order of operations

for the Lucy Cuddy Dining Room 10 X =

11. Maintains proper sanitation and safety

procedures 6 X =

12. Maintains sense of urgency and team

work attitude 8 X =

13. Show proficiency in management

tasks 7 X =

**Grading Scale:**

**Superior =3 300 points total- Outstanding**

**Competent =2 250-299- Superior**

**Minimal =1 200-249- Competent**

**Below minimal =0 100-199- Improvement Needed**

**Less than 99 Inadequate**

The following flow chart outlines the assessment activities for data collection for the AAS degree in Culinary Arts and the BA degree in Hospitality Administration. There are several benchmarks along the way where data can be collected and compared against program student learning outcomes so that gaps in teaching and learning can be identified in a timely manner.

**Step 1-** students enter the “core” classes after GER completion and begin their culinary theory classes and create an ePortfolio which will be a digital archive of their activities throughout the program. This could include projects, recipes, digital notebooks, certifications, pictures, videos, letters of recommendation, volunteer activities, and internship experiences.

**Step 2-** at the completion of their core classes, students must take and pass the National Serv Safe certification exam before moving into the lab classes. A pre-test will also be administered at this level as a benchmark of knowledge and competencies retained from the core classes, with an emphasis on sanitation and quantitative standards.

**Step 3-** as students move through the kitchen and bakery lab classes, instructors will begin to test for competencies as required by the American Culinary Federation (ACF) for accreditation. Instructors will also review the pre-test results and reteach any theories if needed.

**Step 4-** at the end of the lab courses (approximately 2 semesters), a post-test (identical to the pre-test) will be administered and results compared for progress. At every level, student- created documents are uploaded to ePortfolio, as a qualitative method to assess student learning outcomes. Instructors will also complete performance evaluations for each student in every lab class. Anonymous online course evaluations are also administered every semester for every course.

**Step 5-** at this step, AAS students graduate and an exit survey is completed for feedback on course quality, experiential learning, instructor preparedness, quality of labs and facilities, and general satisfaction with the program. Students automatically certify as a CC (Certified Culinarian) with the ACF during their required internship. The internship experience is documented in their ePortfolios. After one year in the industry after graduation, alumni and employer surveys are administered and results are collected.

**Step 6-** yearly assessment data is collected and reported to the institution and our accrediting body (American Culinary Federation). Results are discussed with faculty and necessary program and curriculum improvements are made if required.

AAS Degree Data Collection Flow Chart

Assessment for ACF Accreditation Competencies in advanced kitchen labs

(note book and perf. evals)

Projects uploaded to ePortfolio

4. Advanced Lab courses

Practicals

Student Post-Test (Sanitation and Math)

5. CA/AAS graduation-

Exit Interview/Survey

Collect Placement Data

Track ACF certification

Alumni/Employer Surveys

6. Compile and report assessment data. Evaluate findings and make modifications as needed.

2. Data Collection-  
ServSafe Results

Culinary Arts Internship

Completion of ePortfolio

1. Core Classes- CA/BA\*

ePortfolio

Student Pre-Test (Sanitation and Math) before entering labs

3. Test accreditation competencies in beginning kitchen labs

\*course evaluations completed for every culinary arts course