**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_\_\_\_\_\_\_Culinary Arts Level 3 Advanced Certificate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | **Identify the effects on regional cuisines caused by people’s migration across global boundaries while bringing their native ingredients, livestock, and food preparation techniques.** |
| Program Learning Outcome 2: | **Demonstrate ability to create healthy, nutritionally balanced recipes using classic & innovative cooking techniques.** |
| Program Learning Outcome 3: | **Identify specific animal protein cuts and utilize proper cooking techniques.** |
| Program Learning Outcome 4: | **Prepare high quality forcemeats & pate’ while adhering to proper sanitation and established HAACP guidelines.** |
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**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map?***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 |  | |  |
|  | **Identify the impact of people’s geographic migration and its effect on cuisine, ingredients, and cooking techniques of the destination site.** | **Demonstrate ability to create marketable, healthy recipes and menus.** | **Identify specific animal protein cuts and the proper cooking methods based on their composition.** | **Prepare high quality forcemeats and pates while adhering to proper sanitation and established HAACP guidelines.** | |
| CHEF 1345 International Cuisine | E, A |  |  |  | |
| CHEF 1302 Principles of Healthy Cuisine |  | E, A |  |  | |
| CHEF 1319 Meat Identifying and Processing |  |  | E, A |  | |
| CHEF 2336 Charcuterie |  |  |  | E, A | |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1 Identify the impact of peoples’ geographical migration and its effect on cuisine, ingredients, and cooking techniques | Students submit a graded research paper after researching given ingredients and cooking techniques to identify geographical regions/cultures they are utilized in. The students report how these similarities and patterns arrived at the areas identified. | Class average score of 75% or higher on the “**immigration** **of** **cuisines**” **research** **paper**.  Class result data is to be sent to Discipline Lead within 5 days of completing class. The file needs to contain class name & section #, Instructor name & CRN #. |
| PLO #2 Demonstrate ability to create marketable, healthy recipes and menus. | Students in CHEF 1302 create a “Healthy Menu” with supporting recipes as per USDA nutrition standards and dietary intake recommendations. | Class average score of 75% or higher on the **“Healthy Menu” assignment.** |
| PLO #3 Identify specific animal protein cuts and utilize proper cooking techniques. | Students will execute a graded practical exercise to identify various cuts of proteins. They will also describe one or more methods of cooking that works best with the characteristics of that cut. | Class average score of 75% or higher on the “**Protein** **cut** **and** **cooking** **method** **identification** **exam**”. |
| PLO #4 Prepare high quality forcemeats and pâtés while adhering to proper sanitation and established HAACP guidelines. | Students will be assessed on Servsafe sanitation standards and HAACP program adherence while preparing forcemeats & pâtés for tasting assessment during course lab sessions.. | 75% of the class achieve a “complete” in the “**Sanitation** **&** **HAACP** **compliance**” assignment based on the student’s daily lab grade’s sanitation portion. |