**Date:** 3-4-2014 \*AY2016 bm **Name of Administrative or Academic and Student Support Unit: Institute of Hospitality & Culinary Education ~ Culinary Arts**

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**Mission:**

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| **The Institute of Hospitality & Culinary Education prepares students for the demands of the fast-paced hospitality and foodservice industry. We are committed to developing skills, strengthening character and work ethic, and challenging the student’s intellectual and creative curiosity.** |

**PART I: Might not change from year to year**

| A. Outcomes(s)  Results expected in this department/program | B. Measure(s)  The instrument or process used to measure results | C. Target(s) The level of success expected |
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| Career Achievement Portfolio (CAP) | All students in the capstone CHEF 1314 are submitting their CAP. | Monitor weighted grade for the CAP over the course of the next four years. A grade of **80%** or more should be achieved. |
| The average score that each  class will obtain in the area of  culinary math is **75%** or higher | Continue to target this as a student learning outcome in all lab CHEF courses | Identify a certain number of questions on each test that will demonstrate an understanding of basic culinary math. Master how to calculate conversions on lab recipes |
| The average score that each  class will obtain in the area of  culinary practical exams is **75%**  or higher | Continue to target this as a student learning outcome in all lab CHEF courses | The average score that each class will obtain in the  area of pastry practical exams is **75%** or higher |
| The average score that each  class will obtain in the area of kitchen and restaurant management is **75%** or higher | Assess the lab scores from both the CHEF 1314 A la Carte Cooking and RSTO 1304 Dining Room Service courses (learning community course: The Red Room Dining Experience) | The average lab score that the Red Room Dining  experience course will obtain is **80%** or higher |
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**PART II: For academic year 2016-2020 (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)  Results expected in this department/program | D. Action Plan Years 5 & 2  Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan  Years 1 & 3  Implement the action plan and collect data | F. Data Results Summary  Years 2 & 4  Summarize the data collected | G. Findings  Years 2 & 4  What does data say about outcome? |
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| Monitor weighted grade for the career achievement portfolio over the course of the next four years. A grade of **80%** or more should be achieved. | Promote CAP in each CHEF course | Approximately 100 % turned in a completed CAP in CHEF 1314 (capstone) | Spring 2015 cumulative grade average **70%** | Criteria for success was partially met. Previously the goal was to have the students turn in their CAP. For this academic year a goal of 80% was assigned. This goal was not reached for all years. |
| Identify a certain number of questions on each test that will demonstrate an understanding of basic culinary math. Able to calculate during the lab recipe conversions | Devise a separate quiz to assess the students understanding of culinary math | Not implemented | Fall 2014 only two classes reflected a separate grade for costing (culinary math). Spring 2015, 6 classes reflected a separate grade for costing (culinary math). | Criteria for success was partially met. More consistency needed across courses in evaluating the students understanding of basic culinary math. Faculty believe having a standardized way of teaching culinary math will help improve results. |
| The average score that each class will obtain in the  area of culinary practical exams is **75%** or higher | Communicate criteria for grading practical exams in advance to students | Fall 2012 & Spring 2013 cumulative grade average 86.84 | Fall 2014/2015 cumulative grade average **75.9%** | Criteria for success was partially met. The average practical exam grade has decreased. More rigorous practical exams are being overseen by mostly full-time faculty. Training for adjunct faculty should help ensure inter-rater reliability of results. |
| The average lab score that the Red Room Dining  experience course will obtain is **80%** or higher | Communicate criteria for grading practical exams in advance to students | Spring 2013 cumulative grade average 91.99 | Spring 2015 cumulative grade average **84.32%** | Criteria for success was met. However, the average cumulative grade has decreased due to the increased rigors of the course(s) but the overall criteria for success was met. |
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CIP #1 – Career Achievement Portfolio

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| Monitor weighted grade for the career achievement portfolio over the course of the next four years. A grade of **80%** or more should be achieved. | CHEF 1314  A la Carte Cooking  (Capstone Class for Culinary A.A.S. degree) |
| 2016 Spring | Instructor retired without conveying information, information not available |
| 2017 Spring | 86.88% |
| 2018 Spring | Instructor retired without conveying, information not available |
| 2019 Spring | Class cancelled due to low enrollment |
| 2020 Spring | Incomplete information due to COVID-19 |
| Average | 86.88% |
| Conclusion: Information for this CIP is not complete and not able to be determined if it was successful. In the future, assignments similar to this will be in a digitized online format. From the Spring of 2016 to the Spring of 2020 social media and online presence has become the expectation of employers and a career achievement portfolio such as this has since become obsolete. | |

CIP #2 - The average score that each class will obtain in the area of culinary math is **75%** or higher

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| Identify a certain number of questions on each test that will demonstrate an understanding of basic culinary math. Able to calculate during the lab recipe conversions | CHEF 1301  Basic Food Prep | CHEF 2331  Advanced Food Prep | CHEF 1341  American Regional Cuisine | CHEF 1345 International Cuisine | CHEF 1310 Garde Manger | CHEF 2336  Charcuterie |
| 2016 Fall | 77.01% | \* | \* | 76% | \* | Not offered |
| 2016 Spring | 65.33% | \* | 68% | \* | 66% | Not offered |
| 2017 Fall | 80.61% | \* | \* | \* | \* | Not offered |
| 2017 Spring | 76% | \* | 74% | \* | 73% | Not offered |
| 2018 Fall | 84.13% | 79.5% | 66.5% | 72% | 76% | Not offered |
| 2018 Spring | 81.63% | \* | \* | \* | 66% | Not offered |
| 2019 Fall | 77.95% | 68% | 87% |  | 80% | 86% |
| 2019 Spring | 77.89% | 83.93% | 84.5% | 82.4% | 88% | Not offered |
| 2020 Fall |  | 75.4% | 78% |  | 81% | Not offered |
| 2020 Spring | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Not offered |
| Average | 77.57% | 76.70% | 76.33% | 76.8% | 75.71% | 86% |
| * (\*) Indicates incomplete information. Data was not diligently maintained because of several reasons; retirement of full-time faculty without conveyance of critical data, changes in discipline leads without conveyance of critical data, changes in Associate Deans and Change of Dean. New data retention systems have been developed by the faculty, Associate Dean and Dean to ensure data is available when possible. Each semester there is a reminder system in place for faculty to ensure that they have identified assessments required for the course. Moreover, each year there is a summary of data from all courses for future CIPs with a discussion of data as it is summarized for review. * Partial conclusion based on the statistics shown is that culinary math continues to be an area that students struggle with. Some initiatives that can or have been tried are:   + Formal tutoring sessions specifically for culinary math.   + A recipe conversion and costing primer was developed to walk students through the processes.   + Providing detailed information to the math lab so they can better help the students with the specifics of culinary math.   Even though the outcome has been met this should continue as an area of improvement. Additionally, the faculty believe that we can improve results by further standardizing the approach we use with students. This will help build skills more rapidly in our courses. | | | | | | |

CIP #3 - The average score that each class will obtain in the area of culinary practical exams is **75%** or higher

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| The average score that each  class will obtain in the area of  culinary practical exams are **75%**  or higher | CHEF 1301  Basic Food Prep | CHEF 2331  Advanced Food Prep | CHEF 1341  American Regional Cuisine | CHEF 1345 International Cuisine | CHEF 1310 Garde Manger | CHEF 2336  Charcuterie |
| 2016 Fall | 79.68%\* | \* | \* | 84%\* | \* | Not offered |
| 2016 Spring | 77%\* | \* | 79%\* | \* | 87%\* | Not offered |
| 2017 Fall | 77%\* | \* | \* | \* | \* | Not offered |
| 2017 Spring | 74%\* | \* | 90.1%\* | \* | 91.4%\* | Not offered |
| 2018 Fall | 83.95% | 89.82 | 93.25 | 78% | 91.43% | Not offered |
| 2018 Spring | 77.6%\* | \* | \* | \* | 87.2%\* | Not offered |
| 2019 Fall | 83.85% | 83.5% | 91.5% | Not offered | 89.6% | 93.44% |
| 2019 Spring | 88% | 87.20% | 92.3% | \* | 90% | Not offered |
| 2020 Fall | \* | 87.7%\* | 88%\* | Not offered | 88.8% | Not offered |
| 2020 Spring | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Incomplete information due to COVID-19 | Not offered |
| Average | 80.14% | 87% | 89% | 81% | 89.34% | 93.44% |
| * (\*) Indicates incomplete information. Data was not diligently maintained because of several reasons; retirement of full-time faculty without conveyance of critical data, changes in discipline leads without conveyance of critical data, changes in Associate Deans and Change of Dean. New data retention systems have been developed by the faculty, Associate Dean and Dean to ensure data is available when possible. Each semester there is a reminder system in place for faculty to ensure that they have identified assessments required for the course. Moreover, each year there is a summary of data from all courses for future CIPs with a discussion of data as it is summarized for review. * Partial conclusion is the culinary practical exam score averages have met the CIP goal but should continue as an area of improvement. * Some initiatives that were put in place to help improve this goal are:   + Offering practice sessions in the culinary and pastry labs.   + Implement more daily lab recipes as practical exam requirements. This offers students more opportunity to practice techniques they will be tested on during practical exams. | | | | | | |

CIP #4 - The average score that each class will obtain in the area of kitchen and restaurant management is **75%** or higher

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| The average lab score that the Red Room Dining experience course will obtain is **80%** or higher | RSTO 1304 Dining Room Service Average Lab Score | CHEF 1314 A la Carte Cooking Average Lab Score |
| 2016 Spring | 90.03% | Instructor retired without conveying data, information not available |
| 2017 Spring | 90.75% | 90.42% |
| 2018 Spring | 87.77% | Instructor retired without conveying data, information not available |
| 2019 Spring | Class cancelled due to low enrollment | Class cancelled due to low enrollment |
| 2020 Spring | Incomplete information due to COVID-19. Variation on the teaching approach to ensure student and customer safety. | Incomplete information due to COVID-19. Variation on the teaching approach to ensure student and customer safety. |
| Total | 89.52% | 90.42% |
| Conclusion | Insufficient total data to determine if this CIP criteria for success was fully met. New data retention systems have been developed by the faculty, Associate Dean and Dean to ensure data is available for analysis. | |