**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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| 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 eachclass will obtain in the area ofculinary math is **75%** or higher | Continue to target this as a SLO in all lab CHEF courses | 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 |
| The average score that eachclass will obtain in the area ofculinary practical exams is **75%**or higher | Continue to target this as a SLO in all lab CHEF courses | The average score that each class will obtain in thearea of pastry practical exams is **75%** or higher |
| The average score that eachclass will obtain in the area ofkitchen and restaurantmanagement 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 communities course: The Red Room Dining Experience) | The average lab score that the Red Room Diningexperience course will obtain is **80%** or higher |
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**PART II: For academic year 2014/2015 (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)Results expected in this department/program | D. Action PlanYears 5 & 2Based 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 PlanYears 1 & 3Implement the action plan and collect data | F. Data Results SummaryYears 2 & 4Summarize the data collected | G. FindingsYears 2 & 4What does data say about outcome? |
| --- | --- | --- | --- | --- |
| Monitor weighted grade for the CAP 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%**  | 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. |
| 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). | More consistency needed across courses in evaluating the students understanding of basic culinary math |
| The average score that each class will obtain in thearea 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%** | The average practical exam grade has decreased. More rigorous practical exams are being overseen by mostly full-time faculty. |
| The average lab score that the Red Room Diningexperience 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%** | The average cumulative grade has decreased due to the increased rigors of the course(s) |
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