Assessment Record

Program: **Hospitality/Culinary Apprenticeship**

Assessment period: **2019-2020**

Program or Department Mission:

The Culinary Nutrition & Hospitality Institute is committed to offering high-quality programs and services that support the mission of the college. We strive to promote professionalism and leadership through quality educational learning experiences and hands-on experience that produces graduates that can grow into the hospitality profession successfully. **We advocate sustainability in food preparation practices and strive to educate our students both personally and professionally on an understanding of how healthy food choices and food preparations affect both themselves and society**. Students leave the program equipped with the skills, knowledge, and appreciation of service to others that allow them to become future leaders in the culinary and hospitality community.

Course Student Learning Outcomes & Assessment Plan

Student Learning Outcomes

1. Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management.
2. Describe the traditional components of hospitality management (planning, organizing, coordination, staffing, directing, controlling, and evaluating.
3. Articulate the skills needed for customer service, styles of service, and dining room procedures
4. Demonstrate skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.
5. Apply the fundamentals of baking and pastry science to the preparation of a variety of products.
6. Articulate the characteristics functions and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
7. Articulate the overall concept of purchasing and receiving practices in quality food service operations.

8. Demonstrate an understanding of the basic principle of sanitation and safety and be able to apply them in food service operations.
9. Demonstrate familiarity with varieties of beverages and different types of beverage services.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1 Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management	**CUA 101** Industry Career Portfolio Project	80% of students will complete the project scoring 75% or better on a scale of 1-100	**Fall 2019-** 25/30 completed 5/30 did not complete the project 83% completed with an 80% average score **Spring 2020-** 30/35 complete 5/35 did not complete the project 83% complete with an 80% average score	**Observations and Changes:** The assessment tool used works well when submitted on time. The class is a gateway class so, it is expected that some students will not complete the class and drop out. The assessment dates were changed to help students to keep track of assignments. Also sent out email reminders of due dates.
SLO 2 Describe the traditional components of hospitality management (planning, organizing, coordination, staffing, directing, controlling, and evaluating).	**HMM 105s** Management Interview Project	100% of students submitting project will score 75% or better on a scale of 1-100	**Spring 2020** 59% of students 10/17 completed projects with a score of 75% or better. **Summer 2020-** 89% of students 8/9 actively participating completed the project scoring 75% or better on a scale of 1-100	**Observations/changes** **Spring 2020** Covid -19 class finished online, with some students feeling a little more stress than normal in a live class. Continue to stress through email and course lectures the importance of project/interview completion and the following of required directions.

					Summer2020 The change was made to the course this year to implement a week 6 requirement for the first part of the project. Overall students were able to complete the project once they did the required viewing of a video explaining project.
SLO 3 Articulate the skills needed for customer service, styles of service, and dining room procedures.	**CUA 180** Critical Thinking Case Studies, 2 Total	80% of students will score 70% or better on the project	**Summer 2020**-2 sections offered remotely/online Section 1-80% (4 out of 5) students scored 70 or better, 1 student was late submitting an assignment and the grade reflects Section 2-89% (8 out of 9) students scored 70 or better, 1 student did not complete the full assignment and the grade reflects 86% (12 out of 14) of students completing serving evaluation scored 80% or better	**Observations/changes** Benchmark Met. To adapt the class for online-only instruction, the assessment project changed to consist of case studies showcasing students' ability to think critically in real-life, hospitality customer service situations.	

SLO 4	CUA 110	100% of students	**Fall 2019** – CUA 110, Online,	**Observations/changes:**
Demonstrate skills in knife, tools, and equipment handling and apply principles of food preparation to produce a variety of food products.	Escoffier History Project	completing the Project will score 80% or better	9 out of 9-100% completed with 87% or better, on a scale of 1-100, **Jefferson Campus Fall 2019**-CUA 110, Jefferson	Changing the assessment tool to My Lab software was decided against at this time due to the complexity of the data. Streamlining
	CUA 120 Final Practical Exam	100% of students completing the final practical exam will score 70 % or better	13/21 62%, averaged 75% or better. Shelby 8/21 38%, did not complete the project. **Shelby campus**	the information is necessary first before enabling proof of student success validation. Since this is a gateway class it is
			Spring 2020- 11/14-79% completed project 79% passed with a 72% score 3/14, 21% did not complete the project	expected that some students will drop out or stop coming to class. Instructors will reinforce through class discussions
			Summer 2020- No summer classes	and one-on-one student advising proper report formatting (source page,
			Fall Shelby100% of students who took the practical 10-10 received 88% or better.	assignment requirements, and due dates).
			Fall 2019 Jefferson Campus 100% 8 out 8 of students passed the Final Practical Exam-Jefferson campus **Spring 2020 Shelby Campus**- 100%, 14 out of 14 students passed Final Practical Exam- Shelby campus **Summer 2020-No Class in the Summer**	

SLO 5 Apply the fundamentals of baking and pastry science to the preparation of a variety of products.	CUA 204 Baking Practical	100% of students taking the practical will score 70% or better completing the baking practical on a scale of 1-100	**In fall 2019** 100% of students 9 out of 9 scored 85% or better on the final practical exam. **Spring 2020** 0 % of students 14 out of 14 scored 0 or better on baking practical	**Observations/changes** **Fall 2019** In Fall 2019, students continued to demonstrate quality skills in this class. Instructors will consider decreasing the allotted time needed to complete products which should streamline and hone time-management skills. The Spring 2020 class finished online. The final practical was omitted to accommodate this abrupt change. Students demonstrated knowledge through participation in blackboard activities. This change was unexpected, and resulted in zero completions of the baking practical because students were unable to come to campus
SLO 6 Articulate the characteristics functions and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.	CUA 111 FAD diet report Healthy recipe project	75% of students will score 80% or better on the FAD diet report using a scale of 1-100 75% of students will score 80% or higher on the Healthy recipe project using a scale of 1-100	**Fall 2019** 94% (15 out of 16) of students completing the Healthy Recipe project-report scored 75% or better 15 out of 16 scored 75 % or better on the final exam **Spring 2020**	**Observations/changes** Benchmark met- Adding new components to class through assignments or projects online, such as presentations, to ensure new trends in dietary management are updated.

			94% 17 out of 18 completed the Fad Diet 100% 18 out of 18 completed the Healthy Recipe project successfully	In the Spring of 2020, instructors changed assessment tool from Final exam to Healthy Recipe Project Both Benchmarks were met. Some students had difficulties in using technology to record presentations, otherwise, the transition was successful. This SLO will remain unchanged moving forward due to the large number of changes occurring this year.
SLO 7 Articulate the overall concept of purchasing and receiving practices in quality food service operations.	**CUA 213** Purchasing Project	75% of students will complete the project scoring 80% or better on a scale of 1-100	**Fall 2019**- 100%,8 out of 8 students completed project scoring 90% or better **Spring 2020**- 73%, 19 out of 26 students completed project scoring 90% or better **Summer2020** 80% of students9-11 scored 85% or better on the final project costing	**Observations/changes Fall 2019** 8 out of 8 students completed the costing project scoring 92% or better, will continue to teach students the importance of effective purchasing and recipe costing. Instructors plan to incorporate guest speakers in addition to current teaching information to give students a real-world outlook on how effective purchasing helps build successful business.

				Spring 2020 Assessment not met; 19 out of 26 students completed the costing project scoring 90% or better. This spring semester was a different due to the corona virus and transitioning to online instruction. A higher rate of withdrawal and failure was observed. Going forward I will provide better student feedback, clear instructions and offer more resources to help navigate online instruction. Also continue to teach students the importance of effective purchasing and recipe costing. **Summer2020** Students continue to demonstrate quality gained skills in this class
SLO 8 Demonstrate an understanding of the basic principle of sanitation and safety and to be able to apply them in the foodservice operations.	**CUA 112s** ServeSafe Industry Certification	75% student will pass ServeSafe certification	**Fall 2019**- 75% 21/28 scored 85% or better on final project.	**Observations/changes** Benchmark met: Continue progress to stress importance of exam and success necessary for employment.

				Instructors would like to change the assessment tool to the My Lab exercises that correlate to the ServeSafe exam in the future.
			Spring 2020- 33%, 1 out of 3 Pass rates on certification test. Jefferson campus 20%, 2 out of 10 pass rates on certification test. Shelby campus	
SLO 9 **CUA 210** Demonstrate a familiarity with varieties of beverages and different types of beverage service.	**CUA 210** Beverage Expo Project-Students are evaluated in four areas on a scale of 1-100 points Area 1- Completeness of topic covered Area 2- Presentation Area 3- Creativity Area 4-Degree of effort	75% students completing project will score 80% or better on beverage expo project 75 % or better will pass industry certification test	**Summer 2020** 94% 16 out of 17 completed projects scoring 80% or better. 1 out of 17 scored 70%	**Observations/changes based on current cycle (19-20)** Benchmark met. Students had to transition from presenting projects using poster board to PowerPoint this has proven successful and allows student to remain current in use of technology – this project was further enhanced due to COVID-19 Students presented online using Techsmith blackboard technology. Tests were Postponed to a later date when allowed back on campus due COVID-19 Restriction. No changes being made on this SLO at the current time.
Plan submission date: October 1, 2020			**Submitted by: Joseph Mitchell**	

Jefferson State Community College Hospitality / Culinary Management

Portfolio Project Evaluation Sheet

Project   Portfolio Project

Student: Date:

Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management.

The resume project is something you will use and update to maintain a record of your career. Use the links to view and understand how to format and write your portfolio/resume. The project has three parts the resume, presented in a binder, and tabs for pictures and other info.

1. Completeness of Materials:

Comments:

SLO 1 – Evidence of Change

SLO 2 – Evidence of Change

Project Requirements

Project Requirements:

Project Requirements: The project for HMM105S will require that the student develop a minimum of 10 questions, that can be used in a interview situation with a middle level supervisor of a hospitality organization. Your goal is to learn the philosophy and strategies of a supervisor of a hospitality industry work place. You are not interviewing this person for a job. You are asking them to share with you from their wealth of experience. Some of the questions could center on the following topics: You will use the format provided Human resources Interview Questions and Response sheet Template in our book on page 330

• Skills utilized for supervision ie: technical, human relations, conceptual
• Responsibilities of the position of supervisor
• Communication skills and techniques, what is effective and what is not.
• How is recruitment handled
• Process of interviewing within the organization.
• Process or orientation and training.
• Measures in place to control labor costs.

ANNOUNCEMENT INFORMATION

* Subject

Reminder regarding your Hospitality Management project   ■ ∨ Black

Message
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

| B | I | U | S | Paragraph | ∨ | Arial | ∨ | 10pt | ∨ | ≔ ∨ | ≔ ∨ | A ∨ | ✏ ∨ | ••• |

Hi all,

Just a quick reminder to be sure and complete the required hospitality management project which is your interview that you use for the basis for an employee/ company manual. Please submit it in the section marked interview part 2.   Utilize your book especially Chapter 7 page 233 and pages 329-335 for guidance and formatting. Although how you design your manual is up to you.

As long as you cover atleast three major areas in the manual for example: Training, Orientation, Benefits or Discipline etc. that will be sufficient for the purposes of this project.

If you have any questions please let me know. This must be turned in by April 25, so that I can turn final grades in a timely manner.

P   124 WORDS POWERED BY TINY

SLO 3 – Evidence of Change

Any assignment or project turned in late will result in a 50% reduction in points.

Project 1 - Value 100 points   **Due on 6/24/2020**
Evaluation of International Service Styles.
Report to be a typed report on international styles of service, to include: description, examples, history, and restaurants utilizing this style of service. 2 to 3 pages typed, and a source page.

Case Study- You will have 2 case studies to complete, information will be on blackboard
1-2 page essay for each case study demonstrating critical-thinking skills as it relates to a real-life restaurant situation.

Set up/breakdown project. Information will be on blackbaord.

Homework will be question found on blackboard and submitted in blackboard.

SLO 4 – Evidence of Change – Report Formatting

Individual Project Evaluation Sheet

Project _____

Student: _____ Date: _____

Demonstrate an understanding of Escoffier, History of French Classical Cuisine.

The following topics will be required to be researched and a 2 page typed grammatically correct paper to be written on the subject. The paper must be turned in hard copy in a thin research binder, typed single space. Sources must be cited and at least on classic Culinary book, such as La Russe, Escoffier, and Gastrominique etc. must be used. The paper is worth 100 points.
3. Classic French Cuisine:
-Research the history of classic French cuisine and report on its origins the components of or influential people/places who are attributed to it.

1) Binder (points possible 1-10)   ___
2) Source Page (points possible 1-10)   ___
3) Number of pages(points possible 1-10)   ___
4) Single Spaced(points possible 1-10)   ___
5) Student Typed Project(points possible 1-10)   ___
6) Student showed an understanding of French cuisine(points possible 1-10) ___
7) Student gave examples of history(points possible 1-10)   ___
8) Student gave examples of people(points possible 1-10)   ___
9) Student used good Structure(points possible 1-10)   ___
10) Student used source correctly(points possible 1-10)   ___

SLO 5 – Evidence of Change

SLO 6 – Evidence of Change during the current year.

DATE	CONTENT	ITEM	DESCRIPTION	SOURCE	PAGES	QUESTIONS
Lesson 10	Lesson	Title	Healthy Recipe Project	Internet		
3/14/2019	Lecture	Discussion	Healthy Recipe Project			
	Quiz					
	Lab		Students teach from reports			
			Healthy Recipe Due			
		Reading Review	Ch 10 Current Event Article 9	Textbook	297-336	

Weight Loss Diet Report

1. The student will use the computer, and surf the internet for information on a weight loss diet.
2. Find out what foods are eaten on this diet.
3. Find out if the diet is successful.
4. Find out if the diet is easy to follow.
5. Find out if the diet is safe.
6. Decide if you would recommend this diet to a friend, and explain why, or why not.
7. Present to class.

Due on Lesson 14

Current Event Articles

Current Event Homework can be from a newspaper, magazine, or internet. It must relate back to nutrition. It can not be a recipe. Be prepared to discuss in class.

SLO 7 – Evidence of Change

Hey Chef Moore,

So glad to hear from you!!!

I hate missing cake but I would LOVE to come and present! I've got some new Chick-fil-A related material that I would love to share with your class!

Would Wednesday 9/11 at 1:30 pm work? I'll OF COURSE be sure to bring nuggets and some of our new Mac and Cheese!!!

Hope you are doing great and see you soon!

All the Best,

Lyndsey Jackson

SLO 8 – Evidence of Change