

**ASSESSMENT REPORT  
CENTRAL NEW MEXICO COMMUNITY COLLEGE**

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

**Fall 2011 – Summer 2012**  
\_\_\_\_\_  
(Assessment Period Covered)

**July 3, 2012**  
\_\_\_\_\_  
(Date Report Submitted)

**See definitions for each category in Assessment Process document**

<b>Choose one:</b>			
<b>Gen Ed Area</b> (see definitions)	_____	or	<b>Program</b>
			<b>Food Service Management</b>
AA/AS	<input type="checkbox"/>		Certificate
AAS	<input type="checkbox"/>		AA/AS
			AAS
<b>Discipline Area</b> (see definitions)	_____		<input checked="" type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Outcome(s) assessed:

1	<b>Demonstrate the ability to prepare a variety of hot and cold food products according to standard recipes as well as application of basic cooking methods using proper knife, tool, and equipment techniques.</b>
2	<b>Demonstrate hygiene and sanitation standards in a kitchen setting. Describe basic principles of sanitation, safety, and procedures to determine and monitor critical control points in a professional food service setting.</b>
3	Describe the elements of a high quality customer service system; perform dining room service functions using a variety of types of service.
4	Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.
5	Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service.
6	Describe and evaluate procedures for proper receiving, storage, and control of food and non-food items; apply knowledge and quality standards and regulations to purchasing decisions.
7	Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.

Classes/Cohort Assessed:

CULN 1103, Fall 2011 and Spring 2012 for outcome 3

CULN 1110 Fall 2011 and Spring 2012 for outcome 1 and 3

CULN 1112 Spring 2012 for outcome 1 and 3

Measurement tool(s):

ServSafe Certification

Final Practicals

Type of tool (for each tool listed above, indicate type of tool):

ServSafe Standardized Test

Final Practical Rubrics (because of new curriculum these rubrics are not yet standardized)

Achievement Target (if more than one measurement tool, list target for each tool separately):

ServSafe Standardized Test score of 75%

Rubric score of 75%

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

**ServSafe Test Scores:**

Fall 2011: 56/61 achieved target (avg. score 86.73%)

Spring 2012: 48/52 achieved target (avg. score 84.93)

**Rubrics:**

**Safety and Sanitation:**

Fall 2011:

CULN 1110 (Score of 3 or above achieved target):

Competency	0	1	2	3	4
Handwashing/hygiene (fall)	0	1	2	25	39
Food handling (fall)	0	1	3	32	31

Spring 2012:

CULN 1110 (Score of 3 or above achieved target):

Competency	0	1	2	3	4
Handwashing/hygiene (fall)	1	1	7	10	36
Food handling (fall)	0	0	3	24	28

CULN 1112 (Score of 12 or above achieved target):

16/16=20 15/16=3 14/16=8 13/16=3 12/16=2 9/16=1

**Cooking Skills:**

Fall 2011:

CULN 1110 (Score of 3 or above achieved target):

4/4= 30 3/4=25 2/4=8 1/4=3

Spring 2012:

CULN 1110 (Score of 6 or above achieved target):

8/8=11 7/8=13 6/8=15 5/8=8 4/8=4 3/8=2 2/8=2

CULN 1112 (Score of 4 or above achieved target):

5/5=27 4/5=10

Action Plan (close the loop):

Generally the data shows students are successfully meeting these assessment goals.

Beginning Fall of 2012 establish standardized rubrics across courses. This was not done this year due to significant changes to curriculum in the measured courses.

Cooking rubric scores for CULN1110 are not reflective of overall achievement. They reflect specific tasks. As a result, it over represents the failure rate for students in the area of cooking skills. We need to develop an overall "cooking skill" rubric that is more reflective of student outcomes.

We did not collect data from CULN1010. When we adopt standardized rubrics we will need to account for a different assessment tool here because there is no practical final.

**CENTRAL NEW MEXICO COMMUNITY COLLEGE  
ASSESSMENT REPORT – Part II  
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

**Fall 2011 – Summer 2012**

October 2, 2012

(Report Period)

(Date Report Submitted)

Scott Clapp/sclapp@cnm.edu/224-3896

(Contact Person/email/phone)

**Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

**See definitions for each category in Assessment Process document**

<p><b>Gen Ed Area</b> (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p><b>Program</b> <u>Food Service Management</u></p> <p>Certificate <input checked="" type="checkbox"/></p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>
<p><b>Or Discipline Area</b> (see definitions) _____</p>		
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): <b>Fall 2011 – Summer 2012</b></p>		
<p>Action Plan (close the loop): Generally the data shows students are successfully meeting these assessment goals.</p> <p>Beginning Fall of 2012 establish standardized rubrics across courses. This was not done this year due to significant changes to curriculum in the measured courses.</p>		

Cooking rubric scores for CULN1110 are not reflective of overall achievement. They reflect specific tasks. As a result, it over represents the failure rate for students in the area of cooking skills. We need to develop an overall “coking skill” rubric that is more reflective of student outcomes. These rubrics are currently under development and the goal is to begin using them in Fall 2012 in CULN 1110.

Standardized Rubrics were not used in CULN1010 for these outcomes in the last cycle. Our plan is to test the standardized rubrics in CULN1110 in Fall 2012 and then evaluate them. Upon finalizing the rubrics we will evaluate how to incorporate them into the curriculum of CULN1010 which is not currently using a practical final.

**ASSESEMENT PLAN**

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

**1 Plan Description**

Our assessment plan for the Food Service Managers Certificate is designed to measure outcomes we have determined are necessary for success upon completion. Some outcomes will be measured at multiple points in the program to provide assessment of how our students are progressing. Some outcomes are simply measured at a single point because they are measured by standardized testing.

**2 Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):**

1	Demonstrate the ability to prepare a variety of hot and cold food products according to standard recipes as well as application of basic cooking methods using proper knife, tool, and equipment techniques.
2	Demonstrate hygiene and sanitation standards in a kitchen setting. Describe basic principles of sanitation, safety, and procedures to determine and monitor critical control points in a professional food service setting.
3	Describe the elements of a high quality customer service system; perform dining room service functions using a variety of types of service.
4	Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.
5	Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service.

6	Describe and evaluate procedures for proper receiving, storage, and control of food and non-food items; apply knowledge and quality standards and regulations to purchasing decisions.
7	Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.

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**3 Assessment Cycle timeline for the above student learning outcomes for the next five years.**

<b>Outcome #</b>	<b>When Measured</b>	<b>Where measured (i.e. what course(s))</b>	<b>Measurement tool(s) &amp; Type of tool</b>
1	2011 to 2013	CULN 1010 or 1110	Practical Finals utilizing standardized rubrics (direct)
2	2011 to 2013	CULN 1103 and 1010 or 1110	ServSafe Standardized Exam in CULN 1103 (external); Practical Finals utilizing standardized rubrics (direct)
3	2012 to 2014	HT 1164	HT 1164 Customer Service Exam Score (external); CULN 2212 dining room service assessment by standardized rubric
4	2014 to 2016	HT 2201	HT 2201 ManageFirst Exam (external); HT 2201 Final Project (direct) (tentative)
5	2013 to 2015	HT 1164	ServSafe Alcohol Exam Score (external); HT 1164 Beverage Assessment
6	2013 to 2015	CULN 1103	ServSafe Standardized Exam in CULN 1103 (external); CULN 2215 assessment to be determined
7	2014 to 2016	NUTR 1010	Assessment measures to be determined