

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
Fall 2014- Spring 2015	Carmine Russo	crusso@cnm.edu	505.224.4000 ext. 50208
Academic Year	Contact Person	Email	Phone Number

Subject of this Assessment Report:		
Program: Culinary Arts (Culinary Arts Concentration) <input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input checked="" type="checkbox"/> AAS Program: Food Service Management (Embedded) <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Program: Culinary Fundamentals (Embedded) <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Discipline Area: Gen Ed Area:

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
<p>The Culinary Arts Program is accredited by the American Culinary Federation Education Foundation Accrediting Commission. This ensures that the program meets the standards and competencies set for faculty, curriculum and student services. Our practices are aligned with industry practices and our faculty maintain a high level of professionalism. Many of our students work in the industry and volunteer at industry related events. Industry partners include: Hyatt Regency, Heritage Hotels, Savory Faire, Scalo Northern Italian Grill, Season's, Savoy, The Artichoke Café, Ben E. Keith Foods, Shamrock Foods, Andaluz Hotel, Isleta Casino and Resort, Artichoke Café, Zinc Wine Bar & Bistro, the Street Food Institute, and many more. We work with the New Mexico Restaurant Association, and are supporting ProStart; the high school culinary education program, as well as having faculty serve as judges for local culinary competitions like, 'Duke it Out,' and 'Food Fight.' CNM Culinary Instructors are featured on local television programming around Thanksgiving and the Holidays, which also serves the community with food safety, and acts as additional marketing for our programs.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:

CNM's Culinary Arts Program is developing a Craft/Brewing program that has shown to be in demand by the local Microbrewery Industry. The Food Truck Program continues to develop and test new recipes for sale to the general public, and to be a program that students are showing high interest in enrolling in. We continue to obtain quality equipment students will need to know how to use in the industry, like our new Cappuccino Coffee brewing system being used in our student-operated restaurant, 'Bistro 106.' CNM continues to support the Homework Diner program to assist in Childhood Nutrition, which helps increase educational scores at the elementary school level. The programs in culinary arts have begun a much more effective recycling and composting program that is taught to students so they can learn the benefits of 'going green.' CNM Culinary Arts recently completed the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC), site-visit. Being nationally accredited by the ACFEFAC, is no small undertaking and assures that the CNM Culinary Arts programs are meeting the standards and competencies set for faculty, curriculum, and student services. Accreditation creates public trust by ensuring established standards, accountability and credibility, a high level of professionalism, up-to-date and current practices nation-wide, and provides CNM with marketing tools for recruiting new students, as well as having the ACFEF accreditation acting as a third party endorser for federal funding. Our accrediting agency is recognized by the, 'Council on Higher Education Accreditation (CHEA).

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	Classes/Cohorts Assessed:
(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.	CULN 1110 Fall 2014 and Spring 2015 CULN 1112 Fall 2014 and Spring 2016 (Degree and CULN fundamentals only)
(2) Demonstrate knowledge of the fundamentals of baking science by preparing a variety of products according to standard recipes using proper hand tools and equipment and techniques.	CULN 1130 Fall 2014 and Spring 2015 CULN 1132 Fall 2014 and Spring 2015
(3) 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.	CULN 1103 Fall 2014 and Spring 2015 CULN 1110 Fall 2014 and Spring 2015 CULN 1112 Fall 2014 and Spring 2015 (Degree and CULN fundamentals only) CULN 1132 Fall 2014 and Spring 2015 (Degree only)
(4) Describe the elements of a high quality customer service system; perform dining room service functions using a variety of types of service. (Degree and FSMG certificate only)	HT 1164 Fall 2014 and Spring 2015 CULN 2216 (Beginning Fall 2016)
(5) Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.	HT 2201 Spring 2015
(6) Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service.	HT 1164 Fall 2014 and Spring 2015
(7) 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. (Degree and FSMG certificate only)	CULN 1103 Fall 2014 and Spring 2015 HT 2215 Fall 2014 and Spring 2015

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>					
(1) Practical Cooking finals using standardized rubrics	X		X		Rubric score: 75% of students achieve score of 3 or higher
(3) Practical Cooking finals using standardized rubrics (hygiene/sanitation standards)	X		X		Rubric score: 75% of students achieve score of 3 or higher
(3) ServSafe Food Manager Standardized Exam (total score)		X	X		80% of students taking exam pass (i.e. score 75% or higher)
(4) ManageFirst Customer Service Exam		X	X		80% of students taking exam pass (i.e. score 75% or higher)
(5) Strategic Plan Project Standardized Rubric	X		X		80% of students assessed score at good/excellent level
(6) ServSafe NM Alcohol Service Training		X	X		80% of students taking exam pass (i.e. score 80% or higher)
(7) ServSafe Food Manager Standardized Exam (domain score for Receipt/Storage/Transport of food) (Degree and FSMG certificate only)		X	X		75% of students score 75% or higher on domain score for Receipt/Storage/Transport of food on ServSafe Food Manager Standardized Exam
(7) Targeted exam/homework questions(Degree and FSMG certificate only)	X		X		Rubric score: 75% of students achieve score of 3 or higher

Assessment Results/Findings:

Outcome #1 (Cooking): 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

Practical cooking rubric: CULN 1110, CULN 1112

Performance or Objective	Below CNM Standards	Beginning	Developing	Accomplished	Exemplary
	0	1	2	3	4
Demonstrate the ability to prepare a variety of hot and cold food products.	Is not able to produce food that is safe to eat, flavorful, cooked correctly, and/or presented properly within class time.	Less than 50% of the time, produces food that is safe to eat, flavorful, cooked correctly, and presented properly within class time.	More than 50% of the time produces food that is safe to eat, flavorful, cooked correctly, and presented properly within class time.	At least 75% of the time produces food that is safe to eat, cooked correctly, flavorful, and presented properly within class time.	With a professional sense of urgency, consistently produces food that is safe to eat, cooked correctly, flavorful, properly and creatively presented, within class time, and adopt problem-solving techniques to achieve this.
Demonstrate the ability to read recipes and successfully produce the correct end-product.	Is not able to read recipes and successfully produce the correct end-product.	Less than 50% of the time, can read and successfully complete recipes within class time.	More than 50% of the time is able to read and successfully complete recipes within class time.	At least 75% of the time is able to read and successfully complete recipes within class time.	With a professional sense of urgency, is consistently able to read and successfully produce end-results from recipes, and adopt problem-solving techniques to achieve this.
Demonstrate correct knife, tool, and equipment skills and techniques.	Is not able to correctly and safely use knives, tools, & equipment.	Correctly and safely uses knives, tools, & equipment less than 50% of the time.	Correctly and safely uses knives, tools, & equipment more than 50% of the time.	Correctly and safely uses, and maintains, knives, tools, & equipment at least 75% of the time.	With a professional sense of urgency, consistently uses, sharpens and maintains knives, tools, and equipment correctly, and adopt problem-solving techniques to achieve this.

Results (all sections reporting; target: 75% of students scoring a “3” or “4” on rubric):

Course/section:
CULN 1110 all sections
Fall 2014 & Spring 2015

Performance level	Demonstrate the ability to prepare a variety of hot and cold food products.	Demonstrate the ability to read recipes and successfully produce the correct end-product.	Demonstrate correct knife, tool, and equipment skills and techniques.
0	1	1	0
1	3	3	3
2	14	11	11
3	42	46	32
4	48	47	62
N	108	108	108

% students meeting target (3 or 4)

83.33%

86.11%

87.03%

Course/section:
CULN 1112 all sections
Fall 2014 & Spring 2015

Performance level	Demonstrate the ability to prepare a variety of hot and cold food products.	Demonstrate the ability to read recipes and successfully produce the correct end-product.	Demonstrate correct knife, tool, and equipment skills and techniques.
0	3	3	2
1	8	8	2
2	13	12	9
3	27	28	26
4	19	19	31
N	70	70	70

% students meeting target (3 or 4)

65.71%

67.14%

81.42%

Outcome # 2 (Baking) Demonstrate knowledge of the fundamentals of baking science by preparing a variety of products according to standard recipes using proper hand tools and equipment and techniques.

<u>Outcomes Assessment-Student</u>					
Performance or Objective	Below CNM Standards 0	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Demonstrate the ability to prepare a variety of Baked Products	Is not able to produce food that is salable, scaled and baked correctly, and presented properly within class time.	Less than 50% of the time, produces food that is salable, scaled and baked correctly, and presented properly within class time.	More than 50% of the time produces food that is salable, scaled and baked correctly, and presented properly within class time.	At least 75% of the time produces food that is salable, scaled and baked correctly, flavorful, and presented properly within class time.	With a professional sense of urgency, consistently produces food that is salable, scaled and baked correctly, and produced within class time. Problem-solving techniques to achieve this was evident.
Demonstrate the ability to read formulas and successfully produce the correct end-product.	Is not able to read formulas and successfully produce the correct end-product.	Less than 50% of the time, can read and successfully complete formulas within class time.	More than 50% of the time is able to read and successfully complete formulas within class time.	At least 75% of the time is able to read and successfully complete formulas within class time.	With a professional sense of urgency, is consistently able to read and successfully produce end-results from formulas, and adopt problem-solving techniques to achieve this.
Demonstrate correct knife, tool, and equipment skills and techniques.	Is not able to correctly and safely use knives, tools, & equipment.	Correctly and safely uses knives, tools, & equipment less than 50% of the time.	Correctly and safely uses knives, tools, & equipment more than 50% of the time.	Correctly and safely uses, and maintains, knives, tools, & equipment at least 75% of the time.	With a professional sense of urgency, consistently uses, sharpens and maintains knives, tools, and equipment correctly, and adopt problem-solving techniques to achieve this.

Course/Section: CULN 1130, Fall 2014/Spring 2015 (all sections)

Performance level	Demonstrate the ability to prepare a variety of Baked Products	Demonstrate the ability to read formulas and successfully produce the correct end product.	Demonstrate correct knife, tool, and equipment skills and techniques.
0	0	0	0
1	0	0	0
2	7	7	5
3	31	31	28
4	34	34	39
Totals	72	72	72
Students Meeting target 3 or 4	88.88%	88.88%	92.7%

Course/Section: CULN 1132: Fall 2014/Spring 2015 (all sections)

Performance level	Demonstrate the ability to prepare a variety of Baked Products	Demonstrate the ability to read formulas and successfully produce the correct end-product.	Demonstrate correct knife, tool, and equipment skills and techniques.
0	0	0	0
1	0	0	0
2	7	7	4
3	10	10	22
4	55	55	46
Totals	72	72	72
Students Meeting target 3 or 4	88%	88%	95%

Outcome #3 (Safety and Sanitation): 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.

Practical sanitation rubric: CULN 1110, CULN 1112, CULN 1132

	<u>Below CNM Standards</u> 0	<u>Beginning</u> <u>1</u>	<u>Developing</u> 2	<u>Accomplished</u> 3	<u>Exemplary</u> 4
Uniform and Hygiene	Evidence that student is unaware of uniform requirements or proper hygiene procedures	More than two modifications to uniform or person was necessary	Two modifications were needed (complete uniform not present, personal hygiene not satisfactory)	Uniform was clean and complete at least 90 % of the time.	On a regular basis, the student arrived to class in complete uniform clean and pressed, hair fully restrained, hand and nails clean and trimmed
Workstation	Evidence that student is unaware of proper station setup and/or sanitation standards	Poorly maintained, cross contamination and/or unsanitary conditions present. Tools not cleaned/ sanitized between use.	Not well maintained during observation, some knowledge present. Several incidences of unclean/ not sanitized tools/equipment	Moderately clean work space, one or two incidences of issues of unclean/ not sanitized tools equipment	Exceptional clean and sanitary area, no cross contamination evidence or unsanitary conditions
Tools and Equipment	Evidence student unaware of safe and/or proper use of tools and equipment	Improper use of tools and/or equipment was shown	More than two observations made of careless or improper use of tools and equipment	Illustrated proper use of tools and equipment in a safe manner at least 90% of the time.	Complete compliance with all safe use of tools and equipment
Work Habits	Evidence that student is unaware of proper work habits	Frequently touched hair, face, reaching into pockets. Little concern for cleanliness. Missed frequent hand washing	Poor hand washing frequency, general cleanliness not evident	Frequently washed hands, minimal incidences of hair/face Touching	Extreme care given to person; no incidences of touching face, hair or unclean surfaces
Cleanup	Evidence student is unaware of proper methods for cleaning and sanitizing tools and workstation	Equipment and tools not cleaned/ sanitized, or put away.	Most tools and area not clean/sanitized, or put away.	One or two tools / equipment not cleaned, sanitized and put away.	Observation showed all compliance with tools, area and equipment

Results (all sections reporting; target: 75% of students scoring a “3” or “4” on rubric):

Course/section:

CULN 1110 all sections

Performance level	Uniform and Hygiene	Workstation	Tools and Equipment	Work Habits	Cleanup
0	0	0	0	1	1
1	2	1	1	3	3
2	13	10	10	8	4
3	25	29	29	31	32
4	68	68	68	65	68
N	108	108	108	108	108

% students meeting target (3 or 4)

86.11% 89.81% 89.81% 88.88 92.59%

Course/section:

CULN 1112 all sections

Performance level	Uniform and Hygiene	Workstation	Tools and Equipment	Work Habits	Cleanup
0	0	0	0	0	0
1	1	1	0	2	0
2	0	3	2	8	4
3	7	13	18	22	15
4	62	53	50	29	51
N	70	70	70	61	70

% students meeting target (3 or 4)

98.57% 94.28% 97.14% 83.60% 94.28%

Course/section:

**CULN 1132 all sections
Fall 2014/Spring 2015**

Performance level	Uniform and Hygiene	Workstation	Tools and Equipment	Work Habits	Cleanup
0	0	0	0	0	0
1	0	0	0	0	0
2	4	0	0	3	0
3	10	30	29	17	0
4	58	42	43	52	0
N	72	72	72	72	72

% students meeting target (3 or 4)

92.31% 100.00% 97.44% 92.31% 100.00%

Outcome #5 (Hospitality organization and management): Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.

Tool: Strategic Plan Project Standardized Rubric

Results (one section reporting; target: 80% of students assessed score at good/excellent level)

Student Learning Outcomes/Exit Competencies:	Poor	Fair	Good	Excellent	Total	% students meeting target
Demonstrated the principles of Guest Services associated with the hospitality industry.	0	0	3	13	16	100%
Describe liability issues, ethics, contracts, and labor laws; identify how they impact planning and decision making in the hospitality industry.	0	0	1	15	16	100%
Developed a human resources plan and explained how to manage and market human resource plans.	0	0	2	14	16	100%

Outcome #6 (Beverage Service): Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service.

Tool: ServSafe Alcohol Training and Standardized Exam

Results (all sections reporting; target: 80% of students taking exam pass (i.e. score 80% or higher))

Term	No. taking exam	Passed (80%)	Not passed (<75%)
Fall 2014	24	23	1
Spring 2015	29	28	1

% students meeting target (passed exam) **96.5%**

Outcome #7 Purchasing and Receiving: 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.

Tools: Targeted exam/homework questions (objectives 1-3); ServSafe Food Manager Standardized Exam (domain score for Receipt/Storage/Transport of food) (objective 4)

	Objective	Measurement tool	Below CNM Standards 0	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
1	Describe proper procedures for receiving and inspecting product as it enters the facility.	Targeted assignment question HT 2215 See below	Did not answer question; did not demonstrate grasp of concept.	Assessment missing 1 or more critical components.	Assessment missing more than 2 noncritical components.	Assessment missing 1-2 noncritical components.	Accurate and complete written assessment of receiving procedures.
2	Perform mathematical operations associated with purchasing and receiving.	Targeted assignment question HT 2215 See below	Did not answer question; incorrect procedure and answer.	--	Correct procedure followed; minor error in arithmetic	--	Accurate computation of cost of error.
3	Perform mathematical operations associated with purchasing and receiving.	Targeted exam questions: HT 2215	Accuracy on questions below 71%.	--	Accuracy on questions at 71-81%.	Accuracy on questions at 81-95%.	Accuracy on questions at 95% or higher.
4	Identify standards for safely inspecting and grading of meats, poultry, seafood, eggs, dairy products, fruits and vegetables.	ServSafe Food Safety Exam Section Domain 3 scores (Receipt/Storage/Transport of food)	Accuracy on questions below 75% (9/13 correct responses or below).	--	--	Accuracy on questions at 75-91% (10/13 or 11/13 correct responses).	Accuracy on questions at 92% or higher (12/13 correct responses or higher).

Results (1 spring 2015 section not reporting):

Fall
2014

	Food cost essay question HT 2215	Calculate purchasing error HT2215	Exam questions
Performance level	Describe proper procedures for receiving and inspecting product as it enters the facility.	Perform mathematical operations associated with purchasing and receiving.	Perform mathematical operations associated with purchasing and receiving.
0	1	3	2
1	2	n/a	n/a
2	6	8	4
3	7	n/a	10
4	14	23	17
N	30	34	35

% students meeting target (3 or 4)

70%

67.7%

77.1%

Spring
2015

	Food cost essay question HT 2215	Calculate purchasing error HT2215	Exam questions
Performance level	Describe proper procedures for receiving and inspecting product as it enters the facility.	Perform mathematical operations associated with purchasing and receiving.	Perform mathematical operations associated with purchasing and receiving.
0	2	0	0
1	0	n/a	n/a
2	4	5	1
3	2	n/a	9
4	3	9	3
N	11	14	13

% students meeting target (3 or 4)

45.5%

64.2%

92.3%

ServSafe Food Manager Standardized Exam (domain score for Receipt/Storage/Transport of food)

Results:

Proctor reporting procedures were not followed; two sections not reporting, specific data for domain not reported. Aggregate percentage performance on domains available below.

(Data not available for two sections; not did not break out target: 75% of examinees score 75% or higher on domain score for Receipt/Storage/Transport of food):

	Fall 2014	Spring 2015
Average performance on domain questions:	82%	78%

Analysis and Interpretation of Assessment Results/Findings:

Our Average Performance on domain questions has dropped by 4% from 2014 to 2015. Now that Faculty are aware of this, faculty need to determine why this decline may have happened, and discuss possible solutions. There has already been some discussion, but no level of certainty as to what has caused this drop. Faculty will continue to monitor the situation.

Action Plan in Support of Student Learning:

The program has been using the standardized rubrics for two years, additional terms of data collection will offer a comparison and allow for adjustments. Faculty will embed assessment plans for each course into master course outlines and utilize the Blackboard community shell as a repository for assessment data.

Recommendations, Proposals, and/or Funding Requests:

After faculty have had the opportunity to interpret the newest data from Fall 2014 and Spring 2015, any recommendations or proposals will be provided either in this report as an addendum, or in next year's report to include additional data for comparison.

PART 4: EMBEDDED OUTCOMES

Critical Thinking and Life Skills/Teamwork Development within Programs:

- a) Please describe how Critical Thinking assessment is embedded within your program assessment.
- b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.

a) While most written assignments in both lab and non-lab classes have a critical thinking component, critical thinking in culinary lab classes (CULN 1110, 1112, 1130, 1132, 2214, 2216) is assessed in the student's ability to plan their execution of recipes within the day's activities. Most instructors ask students to prepare a written "firing sheet" or plan—similar to what successful cooks use in industry—to detail how they are going to approach a lab session. Some instructors require lab students to complete notebooks or reflections asking the student to self-assess their prepared food and submit these materials to instructors. Most instructors calculate these outcomes using rubrics similar to those used for other program outcomes used elsewhere in this report.

b) Students in most lab classes are assessed by means of a daily lab grade that includes the student's attendance, professionalism, teamwork, and level of prior-to-class preparation for the day's activities. Most instructors calculate these outcomes using rubrics similar to those used for other program outcomes used elsewhere in this report.

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2011-2017	<p>Our assessment plan for the AAS in Culinary Arts as well as its two embedded certificates, is designed to measure a variety of outcomes we have determined are necessary for success upon graduation and that also measure our compliance with our accrediting body's (American Culinary Federation Educational Foundation) "Knowledge and Competencies." Some outcomes will be measured at various 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 or are primarily taught in only one course.</p> <p>Minor changes and corrections to the timeline and courses for assessment relative to last year's plan have been made to reflect changes in course-level outcomes and to the course catalog.</p>

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
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.	2011-2017 2015-2017	CULN 1110 CULN 1112 (Degree and CULN fundamentals only) CULN 2214 (Degree only)	Practical Finals testing utilizing standardized rubrics (direct/internal); assessment measurement tool to be determined for CULN 2214
2. Demonstrate knowledge of the fundamentals of baking science by preparing a variety of products according to standard recipes using proper hand, tool, and equipment techniques. (Degree only)	2014-2017	CULN 1130, 1132 (Degree only)	Practical Finals utilizing standardized rubrics (direct/internal)
3. 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.	2011-2017 2011-2017 2015-2017	CULN 1103 CULN 1110 CULN 1112 (Degree and CULN fundamentals only) CULN 1130 (Degree only) CULN 2214 (Degree only)	ServSafe Standardized Exam(direct/external) Practical Finals testing utilizing standardized rubrics (direct/internal); assessment measurement tool to be determined for CULN 2214, starting Fall, 2016.

4. Describe the elements of a high quality customer service system; perform dining room service functions using a variety of types of service. (Degree and Cert. FSMG only)	2014-2017 2015-2017	HT 1164 CULN 2216 (Degree only)	HT 1164 Customer Service Exam Score (direct/external); assessment measurement tool to be determined for CULN 2216, starting Fall, 2016.
5. Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations. (Degree and Cert. FSMG only)	2015-2017	HT 2201	Manage First Exam (direct/external); HT 2201 Final Project (direct/internal), starting Fall, 2016.
6. Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service. (Degree and Cert. FSMG only)	2014-2017 2015-2017	HT 1164 CULN 2216 (Degree only)	ServSafe Alcohol Exam Score (direct/external) assessment measurement tool starting, Fall, 2016.
7. 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. (Degree only)	2013-2017	CULN 1103 HT 2215	Domain 3 scores (Receipt/Storage/Transport of food) in ServSafe Food Safety Exam(direct/external) targeted assignment and exam questions (direct/internal)
8. Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. (Degree and Cert. FSMG only)	2016-2017	NUTR 1010; CULN 1110/1112	Assessment measures to be determined