

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
2017-2018	Carmine Russo	crusso@cnm.edu	(505)-224-4000 Ext: 50208
Academic Year	Contact Person	CNM Email	CNM Office Extension

Subject of this Report
BIT--FSMG_CERT--Culinary Arts Food Service Management Certificate

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>The Culinary Arts Program is nationally accredited by the American Culinary Federation 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. Being nationally accredited by the ACFEF, is no small undertaking and assures that the CNM Culinary Arts program is 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). We continue to offer National Certification to our students who complete the ServSafe Manager testing. This is accomplished through the National Restaurant Association.</p> <p>The culinary arts program utilizes Instructors and Technicians who are ServSafe Certified, and we offer a variety of field trips and guest speakers that complement our curriculum. We support ProStart; the high school culinary education programs and encourage them to continue their education, and faculty act as judges each year.</p> <p>In conjunction with our new Brewing program, the Culinary Program offered a food and beer, and food and wine, affinities meal to the public and brewers from local microbreweries. We are offering classes in conjunction with The Street Food Institute from Santa Fe, in Mobile Food Operations that have been</p>

successful and resulted in graduates starting their own food truck business. We continue to obtain new equipment, and have outfitted two of our labs with new product or equipment being used by the Brewing class, and our Dining Room class.

The Baking and Pastry Program at Central New Mexico Community College takes great pride in offering excellent quality of instruction and attention to detail to the science of baking and pastry arts. Our classes focus specifically on Baking and Pastry theory, method, technique, artistry and presentation giving students the foundation required for a successful culinary arts career. Our in-depth program and Lab classes expose our students to the complete learning experience, starting with the most basic baking skills and moving through to exciting advanced techniques. Our program is designed and created to meet the strict American Culinary Federation curriculum. We are excited to be a significant part of future pastry professionals and their success in the industry.

Changes Implemented During the Past Year in Support of Student Learning

Our method for ordering supplies for the labs continues to improve. This effort included cleaning and organizing the labs and the main storeroom areas, as well as specific responsibilities for the Storeroom Supervisor, the Instructional Technicians, and the Instructors. Our new Lab Supervisor has begun the use of a template for weekly food ordering, and checks with each instructor one week in advance of placing the order to ensure we will have everything we need for all classes. The results have resulted in more efficient utilization of ingredients, lower food cost, and time saving.

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.' We fully implemented our green-sustainability initiative with a contract with a company that provides us with Green Compost Bins each week in response to updated student learning outcomes from ACFEF. We have found that a large percentage of the culinary arts program waste is compostable, or recyclable. The amount of garbage being sent to the landfill is now only a fraction of what it was just a few years ago. In terms of composting, during the first six months of 2017, we have already kept 49.3 cubic yards of compostable waste out of the landfill! Between 2015 and 2016, CNM reduced electricity emissions by 2,774,283 kilowatt hours, amounting to \$784,124 in cost savings. This total savings is apparently due to a number of energy conservation programs CNM has implemented. The college is committed to reducing our carbon footprint and to serving our students through leading by example. Culinary Arts is saving money by using less plastic ware and plastic garbage can liners. We have now added Blue Bins for all paper, plastic, and aluminum, in addition to the Grey bins. Our efforts to recycle and compost have proven to be a success and a 'way of life.' To this end, we have dramatically lowered the amount of garbage being sent to the landfill. We are saving money on the purchase of plastic garbage can liners and plastic ware, while improving the sustainability of the planet, and teaching the future cooks, bakers, chefs, and owners of the benefits of being a Green Property.

Baking and Pastry Program: We continue to follow the American Culinary Federations required Curriculum direction. As suggested by the ACF Evaluation Team we have implemented a Feedback-Critique Sheet Form for all Baking students to use with all completed baked products. It is used as an evaluation and feedback tool for all items students have produced in 1130/1132 Baking Lab classes. There is a new course being offered as part of the AAS degree, Retail Baking Operations, which focuses on retail merchandising, cash handling, marketing, POS systems and selling of products in a retail bakery operation setting.

The new gas lines for all Wolf ovens in the RPM building have been installed, and the calibration of all ovens is complete. To teach beginning students to read recipes and to cook using ovens that have a different temperature than what the oven temperature control states, was not quality education. It had caused students to have inconsistent end-products and both faculty and students to be unsure if there was a student or recipe error. This was a critical improvement we have made in continually striving to improve in not only curriculum, but also in equipment and facilities.

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Practical Testing	Direct & Internal	CULN 1110 Fall 2017 and Spring 2018.	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 scaled 0-4 Minimum score of 3, or 75%.	87%	Target met
Practical Testing	Direct & Internal	CULN 1110	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 Cooking Rubric scaled 0-4 Minimum score of 3, or 75%.	90%	Target met
Written Exam ServSafe National Certification Exam	Direct & External	CULN 1003	Demonstrate knowledge of Food Safety and Sanitation by becoming a Certified ServSafe Manager by passing the written exam, with a score of 75% or higher. This exam is accredited by the American National Standards Institute (ANSI).	Competency area: ServSafe Food Manager Standardized Exam (total score)	68%	Target not met

ManageFirst Customer Service Exam	Direct & External	HT 1111	Outcome #4 Describe the elements of a high quality customer service system; perform dining room service functions using a variety of types of service.	Competency Area Performance level Rubric; 75%	63%	Target not met
ManageFirst Hospitality Human Resources Exam	Direct & External	HT 2201	Outcome #5 Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.	Performance Level 75% *Did not administer exam in Fall 2017; Section Cancelled.	65%	Target not met
ServSafe NM Alcohol Server Training Exam	Direct & External	BEV 1160	Outcome #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.	Performance level 75% at success rate	77%	Target met
ServSafe Food Manager Standardized Exam	Direct & External	CULN 1003, CULN 1103 Domain score for objective 4.	Identify standards for safely inspecting and grading of meats, eggs, dairy products, fruits and vegetables.	75% success rate	50%	Target not met

Summary of Assessment Findings

The data collected during the past 5 year cycle shows students generally 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. They also have demonstrated knowledge of the fundamentals of baking science by preparing a variety of products according to standard recipes using proper hand, tool, and equipment techniques, as well as hygiene and sanitation standards in a kitchen setting. Students describe basic principles of sanitation, safety, and procedures to determine and monitor critical control points in a professional food service setting and describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations (Degree only), at 75% or higher. Some areas of Food Safety Principles, Hospitality and Human Resources, Customer Service and Baking, have had only a partially met target, or not met our Targeted % achieving mastery.

Interpretation of Assessment Findings

In most of our outcomes, students have achieved Exemplary or Accomplished assessments, while others are still developing. There are areas where less than 75% of our students have achieved our desired target percentages. In courses with multiple sections, having faculty share their success strategies with each other has helped us teach consistently (especially in F2F or Hybrid Blackboard courses). We continue to pursue Professional Development and also participate in Teaching and Learning strategy workshops.

- ServSafe scores are still below what we had under the 3-credit version of the class. We recommend adding tools to help prepare students outside of class (e.g. My Sanitation Lab or something similar). Improved course shells and notes may help as well.
- Scores for the ManageFirst Customer Service exam are low, as they have been since we adopted the textbook. It's possible that since HT 1111 is an entry point for the program, many of the students taking the exam are not "college ready" and therefore it isn't a great spot for program outcome assessment. (The same could be said for CULN 1003 for that matter.) We could consider measuring the first part of the outcome in CULN2216, or changing the wording of the outcome to something that could be better measured at a later point, or simply look into ways to improve performance on the exam in HT 1111.
- We are redesigning the assessment tools for Outcome 7 (Purchasing). The questions we use are arbitrary and should include more open-ended questions and a rubric for measuring rather than count up correct responses on a small pool of questions. We will continue using Domain 3 scores from the ServSafe exam in the second part, since they align with the outcome. Scores in this domain are low due to overall ServSafe scores being low as discussed above. We are exploring new measures.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

For the cycle years 2017-2022: Our assessment plan for the AAS in Culinary Arts and its embedded certificate 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 agency, the American Culinary Federation Educational Foundation's requirements. 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. 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. We continue to pursue Faculty training and development, as well as gain feedback from The National Restaurant Association and the New Mexico Restaurant Association, as well as our Advisory Board and the American Culinary Federation, (ACFEF Add NM Food Handler online course and assessment to CULN 1100 because students are not performing to standard on ServSafe Manager Food Safety exam. The state of NM Environment Dept. will soon require all foodservice establishment handlers to be ANSI certified.

All provide ideas for improvement. By having 'self study' ACF Annual Reports, and being reaccredited every 5 years by external industry experts we are continually adjusting what we do and how we do it.

Please select all of the following that characterize the types of changes described in the above action plan:

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| <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> Assessment methodology revision | <input checked="" type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Change in teaching approach | <input checked="" type="checkbox"/> Course content revision |
| <input type="checkbox"/> Curricular Revision | <input checked="" type="checkbox"/> Faculty training/development | <input type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>Add NM Food Handler online course and assessment to CULN 1100 because students are not performing to standard on ServSafe Manager Food Safety exam. The state of NM Environment Dept. will soon require all foodservice establishment handlers to be ANSI certified.</p>	<p>Student course fee of \$20 to CULN 1100</p>

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2017-2022	Add NM Food Handler online course and assessment to CULN 1100 because students are not performing to standard on ServSafe Manager Food Safety exam. The state of NM Environment Dept. will soon require all foodservice establishment handlers to be ANSI certified.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
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	2017-2022	CULN 1110	Practical Finals utilizing standardized rubrics (direct/internal).
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.	2017-2022	CULN 1130, 1132	Critique Sheets/Instructor Feedback Form Practical Finals utilizing standardized rubrics (direct/internal).
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.	2017-2022	CULN 1003, 1130, 1132	ServSafe Standardized Exam (direct/external) Practical Finals utilizing standardized rubrics (direct/internal)
Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.	2017-2022	HT 2201	ManageFirst Exam (direct/external); HT2201 Final Project (direct/internal)
Describe and evaluate procedures for proper receiving, storage, and control of food and nonfood items; apply knowledge and quality standards and regulations to purchasing decisions.	2018-2022	CULN 1003. HT 2215	Domain 3 scores(Receipt/Storage/Transport of food) in ServSafe Food SafetyExam(direct/external) targeted assignment and exam questions (direct/internal)
Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.	2019-2022	NUTR 1010; CULN 1110/1112	Assessment measures to be determined