

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 | | | |
|-------------------------------------|--------------------------------------|------------------------------------|--------------------------------------|
| <u>2018-2019</u> Academic Year | <u>Scott Clapp</u> Contact Person | <u>sclapp@cnm.edu</u> CNM Email | <u>50300</u> CNM Office Extension |

| Subject of this Report |
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| BIT--CULARTS_AAS--Culinary Arts Advanced Baking and Pastry Concentration |

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

| Program/Area Highlights and Successes (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 .) |
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| <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 ACFEAC, 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 industry certified through the ACF, ServSafe and other related certifications. Our Instructors participate in professional development in both subject matter and teaching skills. In addition, we offer in-house training on a variety of subjects relevant to our programs.</p> <p>Our students are very successful in the industry, and our graduates typically find employment quickly. Many graduates of our program are currently in leadership positions in the industry, including upper level management and ownership. The more recent graduates are employed across all aspects of the industry and are sought out by many segments in the industry. This is evidenced through the variety of positions listed on the CNM Job Connection site, the</p> |

number of potential employers seeking open-house opportunities in our facilities, and the large number of requests fielded by our Academic Affairs Director and Department chair.

Our active participation with our industry partners, through our large Advisory Committee and a many other interactions, is more evidence of our programs reach in the community. Our Advisory Committee meets twice per year and is asked for formal and informal feedback on many times.

We also actively support development of our future students through our participation in ProStart and dual credit. We support ProStar through our participation in the New Mexico Restaurant Association as participants on its foundation board and as judges and trainers for ProStart schools. Also, we encourage dual credit participation of high school culinary students (both at the high school and in our on campus courses).

Changes Implemented During the Past Year in Support of Student Learning

We have expanded our curriculum to offer specific courses in Garde Manger and Advanced Baking: Retail/Restaurant Baking Operations to address industry trends. These courses specifically expand our efforts to more fully cover American Culinary Federation required curriculum. As part of this expansion we acquired a variety of equipment and small wares related to these expanded learning outcomes. In addition to more effectively implementing ACF curriculum, we are addressing recent changes in industry trends toward producing a variety of charcuterie and baking products in-house.

We continue to refine our requisition process to control cost and provide the best available supplies to our students. We expanded our use of standardized requisition forms from a pilot project to full implementation for all courses. This process has streamlined ordering, distribution, and inventory procedures.

We are currently rebuilding our introductory courses from the ground up to better serve a shifting student population. In recent years there has been a trend toward younger, less experienced students. To meet this changing demographic we are reviewing our curriculum to provide better instruction in fundamentals.

In the past year we added a Culinary Lab Specialist to our team. This position, in addition to working on non-credit courses (which may result in additional students entering the for-credit curriculum), is working to recruit students to our program through outreach efforts. Some of those efforts are by providing facility tours, open forums, and community outreach. During the coming year we will be expanding these outreach efforts to more off-campus activities.

Our sustainability efforts continue to evolve. This year we expanded the recycling program in conjunction with the rest of the CNM campus. We expanded our composting to include more items. In our Advanced Culinary courses we have introduced curriculum focused on improving product utilization for sustainability and cost considerations.

Our Advanced Culinary courses adopted a new cloud based POS system to better prepare students for the industry. This robust system is provided by a leader in the industry in wireless technology and keeps our students on the cutting edge of technology. In addition, we are working with Rational to increase training of our students on combination ovens, which are becoming ever more common in many kitchens.

We are in the design phase of new facilities which should open in the next two years. This expansion will allow the Brewing and Beverage Program to move into dedicated facilities and allow us full-utilization of our culinary labs. In addition, the expansion will provide a sensory classroom and a demonstration kitchen and classroom.

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, CULN 1112 | 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%. | 81% | Target met |
| Practical Testing | Direct & Internal | CULN 1130, CULN 1132, CULN 2232, CULN 2234 | Outcome #2 (Baking Fundamentals): 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. | Practical Cooking Rubric scaled 0-4 Minimum score of 3, or 75% | 100% | Target met |
| Practical Testing | Direct & Internal | CULN 1110, CULN 1112, CULN 1130, CULN 1132, CULN 2232, CULN 2234 | 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% | 95% | Target met |

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| Written Exam ServSafe National Certification Exam | Direct & External | CULN 1003 | Outcome #4: 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) | 75% | Target met |
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| 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% | 92% | Target 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% | 84% | Target met |

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| Targeted exam/homework questions | Direct & Internal | HT 2215 | 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. Perform mathematical operations associated with purchasing and receiving. | Rubric Scaled 0-4 – 75% scoring 3 or 4 | 85% | Target met |
| ServSafe Food Manager Standardized Exam | Direct & External | CULN 1003 | Outcome #8: Identify standards for safely inspecting and grading of meats, eggs, dairy products, fruits and vegetables. | Performance level 75% | 91% | Target met |

Summary of Assessment Findings

The data collected during this cycle shows students generally perform all measured assessments at a Mastery level. Students met or exceeded all desired outcomes, both for internal and external assessments. Students demonstrate a strong 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 at 75% or higher.

Interpretation of Assessment Findings

We continue to find a strong level of student success. There was marked improvement in the areas of Baking Fundamentals, Safety and Sanitation, Customer Service, and Human Resources in Hospitality Management year-over-year. We continue to face some challenges in online sections of Safety and Sanitation, but the overall success rate has shown strong improvement.

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 2018-2023: 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. 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.

We will monitor the success of our new courses and evaluate their effectiveness in expanding student success in specific learning outcomes.

We will complete our overhaul of Introductory Culinary curriculum during this academic year. We will then evaluate our assessment areas to determine if changes are necessary.

We continue to look for tools to improve online performance in our Safety and Sanitation course. For the current year we are adding publisher resources that are designed to better prepare students for the standardized exam.

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:

- Assessment criteria revision
- Budgetary reallocation
- Curricular Revision
- Assessment methodology revision
- Change in teaching approach
- Faculty training/development
- Assignment revision
- Course content revision
- Process revision

| Recommendations, Proposals, and/or Funding Requests | Budget Needed |
|--|----------------------------------|
| All recommendations are addressed above. We do not currently anticipate significant changes to our budgetary needs beyond “cost of living” issues. | Click or tap here to enter text. |

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.) |
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| 2018-2023 | Review assessment criteria in relationship to new curriculum described above. |

| Graduate Learning Outcomes to Be Assessed | Years in which Assessment Is Planned | Population/Courses to Be Assessed | Planned Assessment Approach |
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| 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. | 2018/2019 – 2023/2024 | CULN 1110, CULN 1112, CULN 2214, | Practical Testing |
| Baking Fundamentals: 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. | 2018/2019 – 2023/2024 | CULN 1130, CULN 1132 | Practical Testing |
| 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. | 2018/2019 – 2023/2024 | CULN 1130, CULN 1132 | Practical Testing |
| 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). | 2018/2019 – 2023/2024 | CULN 1003 | ServSafe Food Manager Standardized Exam |
| Describe the elements of a high quality customer service system. | 2018/2019 – 2023/2024 | HT 1111 | ManageFirst Customer Service Exam |
| Perform dining room service functions using a variety of types of service. | 2018/2019 – 2023/2024 | CULN 2216 | Dining Room Service Rubric (final non-banquet assessment) |
| Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations. | 2018/2019 – 2023/2024 | HT 2201 | ManageFirst Hospitality Human Resources Exam |
| Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service. | 2018/2019 – 2023/2024 | BEV 1160 | ServSafe NM Alcohol Server Training Exam |

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| <p>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. Perform mathematical operations associated with purchasing and receiving.</p> | <p>2018/2019 – 2023/2024</p> | <p>HT 2215</p> | <p>Targeted exam/homework questions</p> |
| <p>Identify standards for safely inspecting and grading of meats, eggs, dairy products, fruits and vegetables.</p> | <p>2018/2019 – 2023/2024</p> | <p>CULN 1003</p> | <p>ServSafe Food Manager Standardized Exam</p> |

