



UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: Culinary Arts (AAS)
2. Name of individual compiling report: Jolie Mosley
3. Date of submission: 10/10/2019
4. Is the assessment plan (**Check one**)
☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year
5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

Need description and jobs.

1. **Academic School:** Technical & Professional Studies
2. **Department:** Culinary Arts & Hospitality Management
3. **Discipline/Program Mission Statement:** Deliver education, experience and excellence through high quality academic programs that meet stakeholder needs and demands in a global market to achieve effective and efficient program delivery.
4. **How long should a typical student take to complete the sequence of courses/program?:** 4 semesters
5. **External Accrediting Body (if applicable):** American Culinary Federation Education Foundation
6. **Date of last external evaluation (if applicable):** 2011
7. **Date of next external evaluation (if applicable):** 2018

UA-PTC Culinary Arts and Hospitality Management Institute Mission Statement

The mission of the Culinary Arts and Hospitality Management Institute is to deliver education, experience and excellence through high quality academic programs that meet stakeholder needs and demands in a global market to achieve effective and efficient program delivery.

About Our Program

The University of Arkansas - Pulaski Technical College Culinary Arts and Hospitality Management Institute (UA-PTC CAHMI) is here to help you embark on your career journey. We are a world-class culinary, baking and pastry, hospitality, and wine training center with highly skilled faculty and staff committed to providing you with the positive, comprehensive and challenging hands-on experience you need to prepare for a variety of exciting positions in the culinary, baking and pastry, and hospitality fields. UA-PTC CAHMI prides itself on being a student-centered institution, one where your career goals are our reason for being here.

UA-PTC CAHMI is accredited by the American Culinary Federation Education Foundation and the Accrediting Commission for Programs in Hospitality Administration. UA-PTC CAHMI graduates enter the workforce with the most widely recognized culinary and hospitality credentials in the nation.

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Objectives	Course	Assessment Method and/or Data Source
1. PLO 1: Sanitation Establish and maintain high standards of sanitation and food safety as established by the SERV SAFE® program.	CUL 1301 CUL 1302	Sanitation: National Accreditation Exam-Results Food I: Chapter exam
2. PLO 2: Baking Demonstrate the proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation and service.	BAK 1301	Baking I: Final Practical Exam
3. PLO:3 Beverage Management To become familiar with and varieties of alcoholic and non-alcoholic beverages. To develop an appreciation for wine and food affinity. To explain laws and procedures related to responsible alcohol service.	CUL 2304	Banquets and Catering: Chapter exam-taken and scored through blackboard.
4. PLO: 4 Purchasing and Recipe Costing Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.	CUL 1302 CUL 2304	Food I: Final Exam taken through blackboard Banquets and Catering: Chapter exam taken through blackboard
5. PLO: 5 Communication Communicate clearly and professionally, both verbally and in writing.	CUL 2304	Banquets and Catering: Chapter exam taken through blackboard
6. PLO: 6 Food Preparation Demonstrate proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation, and service.	CUL 2302 CUL 2305 CUL 2303 CUL 2308 BAK 1301 CUL 1302	Food III: Final written exam taken through blackboard Food IV: Final written exam taken through blackboard Meat and Seafood: Chapter test taken and scored through blackboard Breakfast Cookery: Chapter test taken and scored through blackboard Baking I: Chapter test taken through blackboard Food I: Final exam taken through blackboard

	CUL 1303 CUL 1304 CUL 2302	Food II: Final Practical Exam scored by rubric in blackboard Stocks, Soups and Sauces: Final written exam taken through blackboard Food III: Final Practical exam scored by rubric
7. PLO: 7 Garde Manger To develop skills in producing a variety of cold food products. To prepare items appropriate for buffet presentation, including decorative pieces.	CUL 1305	Garde Manger: Final Exam taken through blackboard
8. PLO: 8 Nutrition Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention.	CUL 2307	Healthy Foods and Nutrition: Chapter exam taken through blackboard
9. PLO: 9 Sustainability Develop and apply ethical and sustainable hospitality industry policies.	CUL 2303	Meat and Seafood: Research Paper scored through blackboard
10. PLO 10: Experiential Learning Experiential learning Demonstrate how to incorporate experiential learning from course work and practicum to become a successful hospitality professional.	n/a	Program not implemented yet

- For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
 - Nuventive report with results. Also, there are graphs which represent the pass rates for each class.*
 - ACF competencies that we are to follow*
- Describe the process of analyzing the assessment data for the last academic year.
We have started to add all of our written tests into blackboard so we would have the correct data. Before, most assessment was on paper. Our faculty meets individually throughout the semester but we meet towards the end of the semester with all of our data and compare any improvement in our students work. We also look at any trends we see within that data. We discuss ways to improve our instruction.
- Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. PLO 1: Sanitation	Results: <ol style="list-style-type: none"> CUL 1301-60: According to the course performance report, 7 out of 16 students passed the threshold of 70%. However, in this class, 4 people did not take that test that were included in the 9 people. So, it skewed the results. 7 out of 12

	<p>students actually passed the 70% threshold. This still does not exceed either UAPTCs or CAHMI goals.</p> <p>2. CUL 1301-61: According to the course performance report, 7 out of 16 students passed the threshold of 70%. However, in this class, 4 people did not take that test that were included in the 9 people. So, it skewed the results. 7 out of 12 students actually passed the 70% threshold. This still does not exceed either UAPTCs or CAHMI goals.</p> <p>Continuous Improvement Action Plan Continue with the assessment as it is now until we get more than one semester of data.</p>
2. <i>PLO 2: Baking</i>	<p>1. BAK 1301: Final Exam: 19 (82%) students scored above 70% and 4 students (17.4%) scored below 70%</p> <p>Continuous Improvement Action Plan The course shells on Blackboard already contain practice quizzes for each module as well as a practice exam for the final. Additionally, a test bank without answers is available for students. Students should be encouraged more to make use of these tools.</p>
2. <i>PLO 3: Beverage Management</i>	<p>1. CUL 2304: 6 students took this exam. the threshold was met at 70%.</p> <p>Continuous Improvement Action Plan We should do a pre-test and see what students are having trouble retaining.</p>
3. <i>PLO 4: Purchasing and Recipe Costing</i>	<p>1. HOS 1302-01: 13 students assessed, 5 achieved the threshold, 3 did not. the course average was above the threshold at 74%</p> <p>2. HOS 1302-60: 23 students overall, however 13 students did not turn in work. This is an online class. Out of the 10 students who did turn in work, 8 met the threshold of 70%. The average was 86.8%</p> <p>Continuous Improvement Action Plan no changes as of now.</p>
3. <i>PLO 5: Communication</i>	<p>1. CUL 2304-01: 6 people took the test, two scored 90, two scored 80 two scored 70. Exceeded threshold.</p> <p>Continuous Improvement Action Plan no changes as of now</p>

	<p>2. CUL 2304-02: Inconclusive data. Continuous Improvement Action Plan We are working on this blackboard issue and will test it during the next semester.</p>
<p>3. <i>PLO 6: Food Preparation</i></p>	<p>1. CUL 2302-01: 5 students reporting all exceeded goals of 70% with an average test score of 87%. Continuous Improvement Action Plan This final written exam is a follow up to the practical exam to make sure they understand how to make and write down what they have produced as well as multiply the recipe for 20 ppl. I believe the results of this test show organization and understanding of the performance they had on their practical. I do not plan to change this right now.</p> <p>2. CUL 2302-02: Goal Performance report shows the average score was 63.8% meaning most student met the threshold of 70%. 12 students took the test and 9 reached the threshold of 70% or higher. The goal was 75% of students meeting the threshold and that was reached. 3 students did not reach that goal (2 did not take the test) and one student reached a 35%. Continuous Improvement Action Plan This final written exam is a follow up to the practical exam to make sure they understand how to make and write down what they have produced as well as multiply the recipe for 20 ppl. I believe the results of this test show organization and understanding of the performance they had on their practical.</p> <p>3. CUL 2303-01: 5 students submitted tests and 4 exceeded the threshold of 70%. One student was at 60%. The average score was 86.8%. Documents relating to students who did not exceed threshold attached. Continuous Improvement Action Plan I am happy with how the test is assessing the students' knowledge and will continue with it as is.</p> <p>4. CUL 2303-02: 9 students were assessed and 8 students achieved</p>

	<p>the threshold of 70%. 8 students achieved the goal of 75%. 1 student that did not meet the threshold made a 68%. Documentation attached.</p> <p>Continuous Improvement Action Plan I am happy with how the test is assessing the students' knowledge and will continue with it as is.</p> <p>5. CUL 2308: 5 students were assessed and 3 out of those 5 students exceeded the threshold of 70%. Two students did not exceed the threshold and their performance information is attached. This is only 66.6% of the students that reached the threshold.</p> <p>Continuous Improvement Action Plan I am happy with how the test is assessing the students' knowledge and I am not going to change the test as of now.</p> <p>6. CUL 1302-01: 14 students were assessed and 8 of them passed with the rate of 70% or higher.</p> <p>Continuous Improvement Action Plan In a comprehensive evaluation of this course, those who attended the class on a regular basis and attempted the out of class assignments successfully completed the course and will move on to Food II. A few students failed to attend class after the first few weeks nor attempted any out of class assignment, resulting in failing grades essentially, they dropped the course without officially dropping through the registrar's office. A few others dropped at the beginning of the semester, never attending class at all, but are calculated in the final exam alignment-assessment report. In the future, the out of class assignment (homework, weekly quizzes) will have specific due dates. This will motivate students to work throughout the semester and avoid procrastination.</p> <p>7. CUL 1302-02: 15 students passed with a 70% or higher. 10 students made a 70% or less. However, there was a large amount of students who did not attend or</p>
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	<p>quit attending with a higher than normal fail rate.</p> <p>Continuous Improvement Action Plan In a comprehensive evaluation of this course, those who attended the class on a regular basis and attempted the out of class assignments successfully completed the course and will move on to Food II. A few students failed to attend class after the first few weeks nor attempted any out of class assignment, resulting in failing grades essentially, they dropped the course without officially dropping through the registrar's office. A few others dropped at the beginning of the semester, never attending class at all, but are calculated in the final exam alignment-assessment report. In the future, the out of class assignment (homework, weekly quizzes) will have specific due dates. This will motivate students to work throughout the semester and avoid procrastination.</p> <p>8. CUL 1302-03: 11 students were assessed but only 4 passed with the required 70%</p> <p>Continuous Improvement Action Plan In a comprehensive evaluation of this course, those who attended the class on a regular basis and attempted the out of class assignments successfully completed the course and will move on to Food II. A few students failed to attend class after the first few weeks nor attempted any out of class assignment, resulting in failing grades essentially, they dropped the course without officially dropping through the registrar's office. A few others dropped at the beginning of the semester, never attending class at all, but are calculated in the final exam alignment-assessment report. In the future, the out of class assignment (homework, weekly quizzes) will have specific due dates. This will motivate students to work throughout the semester and avoid procrastination.</p>
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	<p>9. CUL 1303-01: 7 students were in the class but 6 only took the written final. Out of these 6, the average score was 68%. Overall in the class, the average was 52.4% in with 3 students out of 7 passed the 70% threshold. Continuous Improvement Action Plan n/a</p> <p>10. CUL 1303-02: 8 students in the class and overall the threshold of 70% was met. 6 out of 8 met that threshold but two did not submit anything. As for the test, 6 people took the test and the average score was a 72% so all of the students passed the threshold of 70%. Continuous Improvement Action Plan n/a</p> <p>11. CUL 1303-03: 4 students in the class and one did not submit any work. Out of the three students in the class, one exceeded the threshold. Two students did not. On the test, The average of the three students was a 68%, this did not exceed the 70% threshold. The fourth student was not included in this calculation. Continuous Improvement Action Plan n/a</p> <p>12. CUL 1304-01: 5 out of 7 students scored above the 70% threshold. One student did not take the test so he skewed the results negatively. Therefore it was really 5 out of 6 scored above threshold although I am reporting they did not since that is what is in the tabulated results on the course performance. Continuous Improvement Action Plan I am happy with most of this exam. It is a comprehensive one of the three quizzes we have during the year. I am seeing that the smaller sauces are an issue and will work on that more..Documentation on the students who did not meet the threshold are included. 5/6 of students = 83%.</p> <p>13. CUL 1304-02: 10 students met or exceeded the threshold in stocks by 90% in this class. Continuous Improvement Action Plan Final exam is a</p>
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	<p>comprehensive exam of the past three quizzes and the students seemed to comprehend the material very well. No changes as of now.</p> <p>14. CUL 2302-01: 12 students were in the class and 10 took the final practical exam. This was scored through a rubric through blackboard. The points possible were 99. The average score was 75.2.</p> <p>Continuous Improvement Action Plan I used to make a plate so they knew how it would look, now I am making a tasting plate as well before service so they can all taste it as well. This will be accompanied by a discussion of the dish and why it is cooked how it is. I believe this was the biggest issue with the risotto and fish. They had it after service as family meal. The ones who cooked it did somewhat well but the ones on other stations did not because of practice. Maybe I will add these in for more than one day so the rotation can get practice (not just one group).</p> <p>15. CUL 2302-02: 5 students took the exam and the overall score was 85.6%. Overall they did a solid job. They had the meat group because we had two severe shellfish allergies in the class.</p> <p>Continuous Improvement Action Plan I used to make a plate so they knew how it would look, now I am making a tasting plate as well before service so they can all taste it as well. This will be accompanied by a discussion of the dish and why it is cooked how it is. I believe this was the biggest issue with the risotto and fish. They had it after service as family meal. The ones who cooked it did somewhat well but the ones on other stations did not because of practice. Maybe I will add these in for more than one day so the rotation can get practice (not just one group).</p>
<p>4. PLO 7: Garde Manger</p>	<p>1. CUL 1305-01: 16 students were assessed but only 11 submitted tests. Out of these 11, the threshold was achieved and the average scores were 87%.</p>

	<p>Continuous Improvement Action Plan no changes since the test is now in blackboard and can be tracked.</p> <p>2. CUL 1305-02: 15 students assessed, 10 turned in tests. Out of those 10, all achieved the 70% threshold. Average score 99.4 for the class.</p> <p>Continuous Improvement Action Plan tests are now in blackboard and taken in blackboard so we can track. no changes for now.</p>
3. <i>PLO 8: Nutrition</i>	<p>1. CUL 2307-01: 17 students were assessed, 8 did not turn in assessments. Out of the 9 that did turn in work, 6 passed the threshold and 3 did not. The course average was 69.4%</p> <p>Continuous Improvement Action Plan This assignment was the first quiz of the semester that was given on the learning management system. The time given to complete was 20 minutes. After hearing from my students that the time was not adequate, I increased the time allowed to 30 minutes. I also changed the attempts allowed from 1 to 2. The feedback from the students was helpful for me as the instructor. I modified the assignment to increase student success.</p>
2. <i>PLO 9: Sustainability</i>	<p>1. CUL 2303-01: 3 out of 5 people turned in this paper, the average score was 94.33%.</p> <p>Continuous Improvement Action Plan This class was a small class that performed at 86.8%. The one person that missed the mark, wasn't far off. She just struggled on all the online exams I gave this semester. The one student who feel short was one of my best students in the Lab. She understands the information, just struggled with the test. However, they did well on the paper.</p> <p>2. CUL 2303-02: Average score in the class of 86.4% above the threshold. On the sustainability paper the 6 people that turned it in made a score of 96.67%</p> <p>Continuous Improvement Action Plan This class performed</p>

	at 86.4%. There was only one student that barely missed the 70% threshold and he was the only student who didn't miss a day in this class. Not sure what happen to his score on this test, but he was a very good student and did very well all semester. 6 out of 9 turned in the sustainability paper. How to get the other 3 to turn it in?
3. PLO 10: Experiential Learning	n/a

5. What is the action plan for assessment for the next academic year? Explain.

We have added most of the classes and alignments into blackboard. We are in the process of uploading rubrics for practical exams and daily labs. We discussed strategies to improve retention and performance in hands on labs. We will compare last semester with this semester and continue to implement changes for the betterment of our students. We are adding in new courses and evaluations to assess.

6. What changes were implemented this year based on last year's findings?

We have decided to add more practical exams into the assessment process since our culinary program is "hands on" learning. We are concentrating on uniforms and sanitation. This includes sanitation strips, hand washing and use of gloves. Uniform includes hats, hair nets and properly buttoned up uniforms. Sous chefs are implemented to oversee daily uniform checks and closing/cleaning duties.

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

We are accredited through the American Culinary Federation so we need to follow the learning objectives they send out to us as well as any feedback we get from accreditation visits. . We are in the process of uploading everything and understanding blackboard ourselves. Some of the data that was not obtained in the past was through trial and error in learning the quirks of the system.