

ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: CUL

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

College: Riverside City College

Contact Person: Bobby Moghaddam

Due: May 16, 2011

Please send an electronic copy to your Vice President:

Moreno Valley: Lisa.conyers@rcc.edu

Norco: Diane.dieckmeyer@rcc.edu

Riverside: Patrick.schwerdtfeger@rcc.edu and to
Ron.vito@rcc.edu if you are CTE

and send a copy to Mark.knight@rcc.edu for posting to the web*



Form Last Revised: December 2010

Riverside Community College District
Office of Institutional Effectiveness

Web Resources: <http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm>

Annual Instructional Program Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year by May 15th** (or the first working day following the 15th) in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Extensive data sets have been distributed to all Department Chairs and are linked to the Program Review website (password 11111). Chairs have received training on the use of these data sets. Please consult with your Department Chair or Raj Bajaj for assistance interpreting the data relevant to your discipline. Note that you are only required to mention data relevant to your analysis or requests. Should you wish assistance with research *analysis* please fill out the form at <http://academic.rcc.edu/ir/requestform.html> and you will be contacted to schedule a time to discuss analysis of your data. You may also request a labor market analysis using this form.

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit the information in that report (or any portion that remains constant) from the prior year.**

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, college, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Moreno Valley:	Claude Martinez,	951-571-6341
Norco:	Curt Mitchell,	951-372-7157
Riverside:	Norm Godin,	951-222-8307

I. Annual Program Review Update

Unit: CUL
College: Riverside City College
Contact Person: Bobby Moghaddam
Date: May 16, 2011

Trends and Relevant Data

1. Has there been any change in the status of your unit? (if not, skip to #2) No.
 - a. Has your unit shifted departments?
 - b. Have any new certificates or complete programs been created by your unit?
 - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.
2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If there are no *significant** changes in your unit's opinion, say "None" and skip to question #2.a. **Your unit may define "significant change" in this context for itself. If your unit thinks it's a "significant change" then for purposes of this review please note it.*

Yes, our rate of graduating students has been increasing from 18-20-24-26 and in the last graduating class of April 14, 2011, 28 students graduated (80%). Of course the changes varies to lower and upper but April 14th was the highest ever since the establishment of the culinary academy in 1996.

2. a. What are your enrollment management goals? (examples: growth, stability, limits on enrollment, etc. – either for particular courses or for the unit)

If your goals necessitate resource changes make sure those needs are reflected in the applicable resource request sections.

We are increasing our networking with professional organizations and industry experts in order to increase the supply of experienced, trained chefs that we may utilize to teach courses on a part time basis in order to meet student course demands. Unfortunately, we are unable to use the resources due to budget and course cuts. At our current existing facility, we are not able to increase our daily (regular) courses. However, we could increase overall enrollment by rescheduling our evening courses. Unfortunately, all of our evening courses (except 2 required courses) have been eliminated. Hopefully in the future we will be able to reach our goal of rescheduling all of our evening courses.

3. What other annual goals, if any, does your unit have for 2010-2011 that are not covered in #2a above (please list the most important first). Please indicate if a goal is directly linked to goals in your comprehensive?

List the goals of your unit for 2010-2011	List activity(s) linked to the goal	Please check if goal is mentioned in comprehensive PR
Due to unavailability of resources (budget) at this time and it seems in the near future, it would make no sense to write any goal that is not foreseeable in the near future.		

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

Annual Program Review Update

Unit: CUL
 College: Riverside City College
 Contact Person: Bobby Moghaddam
 Date: May 16, 2011

Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty and Staff Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Culinary Arts	3	1
Classified Staff	1	

Unit Name: _____ CUL _____

5. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

<p>List Staff Positions Needed for Academic Year <u>2011-2012</u> Please justify and explain each faculty request based on rubric criteria for your college. Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Annual TCP*</p>
<p>1. <u>Reason:</u> No need</p>		
<p>2. <u>Reason:</u></p>		
<p>3. <u>Reason:</u></p>		
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name : _____ CUL _____

6. Equipment (excluding technology) Needs Not Covered by Current Budget²

List Equipment or Equipment Repair Needed for Academic Year _____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
1. Dishwasher <u>Reason:</u> Existing dishwasher is obsolete and about to breakdown	Instructional/Sanitation	6K	1	6K
2. Stainless Steel Hood Filter <u>Reason:</u> Easier to clean than other types of filters	Both	\$75	15	\$1,125
3. Replacing New Hood Filter Annually Required <u>Reason:</u> Required	Both	\$400	1	\$400
4. <u>Reason:</u>				
5. <u>Reason:</u>				
6. <u>Reason:</u>				

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name : _____ CUL _____

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

7. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget: ³

NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Submitted by: Bobby Moghaddam	Title: Director of Hospitality and Culinary Arts	Phone: (951) 328-3807
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Annual TCO*

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	Copy machine for copies of menus, recipes, reports and other documents- is used by students and staff. Our present machine is 9 years old and no longer runs properly.	R	C	Office	Yes	150	Yes	\$5,500	1	\$5,500
2. Usage / Justification	Printers- new faculty member needs a printer. All other instructors received a new one except for this instructor	R	C	Office	Yes	36	Yes	\$250	1	\$250
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microsupport Computer Supervisor to obtain accurate cost estimates.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "justification" section of this form.

++Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.

Remember to keep in mind your college's prioritization rubrics when justifying your request.

2011

Unit Name: _____ CUL

8. Facilities Needs Not Covered by Current Building or Remodeling Projects*⁴

List Facility Needs for Academic Year <u>2011-2012</u> (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. 4 sets of 3 double tier standard student lockers. <u>Reason:</u> We are in need of new lockers and this is the amount of lockers needed.	\$1,700
2. The Guardian (drain protector for grease) 4 <u>Reason:</u> Protects drains from grease clogs	\$400
3. <u>Reason:</u>	
4. <u>Reason:</u>	
5. <u>Reason:</u>	
6. <u>Reason:</u>	

*Please contact your college VP of Business or your Director of Facilities, Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____ CUL _____

9. Professional or Organizational Development Needs Not Covered by Current Budget*⁵

List Professional Development Needs for Academic Year <u>2011-2012</u> . Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. ACF Regional/National Convention attendance by two full time faculty members. <u>Reason:</u> Full time faculty need to keep up with industry trends and information	\$1,250	2	\$2,500
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____ CUL _____

10. Student Support Services (see definition below)** Services needed by your unit over and above what is currently provided by student services at your college. These needs will be communicated to Student Services at your college⁶

<p style="text-align: center;">List Student Support Services Needs for Academic Year <u>2011-2012</u></p> <p style="text-align: center;">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>
<p>1. Statistical follow up of Student Employment Rates/ Alumni base <u>Reason:</u> We lack the staff to perform this function and the college requests this data from us at every report. An alumni base would also be a potential source for donations.</p>
<p>2. Student Counseling at Orientation and Graduation <u>Reason:</u> Students at the Academy used to receive counseling at the Academy regarding continuation of their studies at RCC, the resources available to the college to help in their success, etc. and help in writing resumes to find employment. For some reason this was discontinued and we need these services to resume. Students need to be kept apprised of available resources and obtain assistance.</p>
<p>3. <u>Reason:</u></p>
<p>4. <u>Reason:</u></p>
<p>5. <u>Reason:</u></p>
<p>6. <u>Reason:</u></p>

**Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment

⁶ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

(placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

Unit Name: _____ CUL _____

11. Library Needs Not Covered by Current Library Holdings⁷ Needed by the Unit over and above what is currently provided. These needs will be communicated to the Library

<p>List Library Needs for Academic Year _____ <u>2011-2012</u> _____</p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.</p>
<p>1. Instructional Videos <u>Reason:</u> To broaden the resources instructors may call upon and students may review for topics pertaining to subject matter covered in classes.</p>
<p>2. Cookbooks <u>Reason:</u> To broaden the resources instructors may call upon and students may review for topics pertaining to subject matter covered in classes.</p>
<p>3. ServSafe books and videos need to be updated <u>Reason:</u> Assists students in passing their ServSafe exam as required for passing CUL-36.</p>
<p>4. Copies of students texts need to be kept in the library for students who cannot afford to purchase them. <u>Reason:</u> For reference.</p>
<p>5. <u>Reason:</u></p>
<p>6. <u>Reason:</u></p>

⁷ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____ CUL _____

12. Learning Support Center Services Not Covered by Current budget*.

<p align="center">List Learning Support Center Services Needs</p> <p>If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course. Place items on list in order (rank) or importance.</p>	<p align="center">Total Cost of Requests</p> <p align="center">If the cost is the responsibility of an administrative unit you do not need to list it here.</p>			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
<p>1. No need. We received 11 computers for student use on 2010</p> <p><u>Reason:</u></p>				
<p>2.</p> <p><u>Reason:</u></p>				
<p>3.</p> <p><u>Reason:</u></p>				
<p>4.</p> <p><u>Reason:</u></p>				
<p>5.</p> <p><u>Reason:</u></p>				

*It is recommended that you speak with your college IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.

Unit Name: CUL

13. OTHER NEEDS not covered by current budget⁸

<p>List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p>1. Van dedicated to culinary arts purposes <u>Reason:</u> we have been unable to perform many requested catering functions for the campus due to unavailability of vans. We also need a van for students field trips and special events.</p>	25K	1	25K
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

⁸ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

14. **Long Term Planning Needs (2 – 5 years from now)**⁹ Be sure to reference your comprehensive review if it helps explain your needs.

<p style="text-align: center;">If your unit anticipates a significant* additional needs for personnel, equipment or facilities will occur two to five years from now please list those here*</p>			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<p>1. Moving to New Facility <u>Reason:</u> We will be moving to a new facility, which is planned to open in 2013. Therefore, we cannot anticipate any new needs as of this moment.</p>			
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

**Significant needs are generally those with annual costs over \$20,000. They may be the result, for example, of institutionalizing a grant, anticipated growth, or major equipment coming to the end of its life.*

⁹ If your assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

II. Annual Assessment Update

Each College Please Insert Assessment Forms Here

2011

Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - Maria C. Williams

Semester: - Winter 2011

Email Address: - maria.williams@rcc.edu

2. What course are you assessing?

Advanced Cake Decorating

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Working with fondant, gum paste flowers, marzipan, and other decorative techniques culminating in the creation of an original wedding cake as a final project.

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

No Response

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Culminating Projects

Homework assignments

In-class presentation

Exams

Student self-assessment

Other

Students are verbally evaluated every week on their grasp of decorative techniques and on their progression in the course. They are graded on their ability to combine all of the skills taught to produce a wedding cake that is at professional level.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Interviews

Speaking with students individually to make sure they are grasping the concepts being taught in class and/or office hours held weekly to address individual concerns.

7. What is your criterion for success in this assessment activity? (e.g. ___ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

A successful assessment would be 80% of the students receiving a "B" or better on the assignment. Students are graded on the following criteria: turning in assignment/project on time, design of the cake, difficulty, execution of design, and color combination.

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

Out of 18 students in the class, 4 received an "A", 11 received a "B", 2 received a "C", and 1 received a "F". 17 students or 94% of the total

received a passing grade. 1 student or 6% of the total received a failing grade.

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

When necessary it is important to update assignments and projects to reflect what the marketplace - what is currently in trend - as it pertains to cake design and presentation. I would like the SLO to be a more specific representation of what is covered in this course. I can modify my teaching methods - demos, lectures, assignments, etc. when necessary if I see that students are not grasping the material or if I discover that what was successful for one group is not beneficial for another.

10. Please indicate when you will resume the assessment cycle.

It is my understanding that the course is assessed on an annual basis. If that is correct, the course evaluations should resume winter of 2012 (this course is only offered once a year in the winter semester).

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Student Sample (format name: SS)

Discipline and/or department minutes (format name: DM)

Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - Maria C. Williams

Semester: - Spring 2010

Email Address: - maria.williams@rcc.edu

2. What course are you assessing?

CUL-22-42471

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Learning about the materials used and the basic techniques involved in the art of cake decoration. Torting cakes, use of icings, gels and fillings, butter-cream icing transfers, working with marzipan (roses, figurines and fruits), and choosing color palettes.

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

No Response

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Culminating Projects

Homework assignments

In-class presentation

Student self-assessment

Other

Students are verbally evaluated every week on their grasp of decorative techniques and on their progression in the course. They are graded on their ability to combine all of the skills taught to produce a cake that is decorated (with butter-cream icing) at a professional level.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Interviews

Speaking with students individually to make sure they are grasping the concepts being taught in class and/or office hours held weekly to address individual concerns.

7. What is your criterion for success in this assessment activity? (e.g. ____ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

A successful assessment would be 90% of the students receiving a "B" or better on the assignment. Students are graded on the following criteria: turning in assignment/project on time, presentation, progression, and technique.

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

Out of 26 students in the class, 16 received an "A", 7 received a "B", and 3 received a "C". 26 students or 100% of the total received a passing grade.

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

When necessary it is important to update assignments and projects to reflect what the marketplace - what is currently in trend - as it pertains to cake design and presentation. I would like the SLO to be a more specific representation of what is covered in this course. I can modify my teaching methods - demos, lectures, assignments, etc. when necessary if I see that students are not grasping the material or if I discover that what was successful for one group is not beneficial for another.

10. Please indicate when you will resume the assessment cycle.

It is my understanding that the course is assessed on an annual basis. If that is correct, the course evaluations should resume fall of 2011 (this course offered twice a year in the fall and spring semesters).

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Student Sample (format name: SS)

Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - Maria C. Williams

Semester: - Fall 2010

Email Address: - maria.williams@rcc.edu

2. What course are you assessing?

CUL-20-42552

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Learning how to follow formulas and understanding the mechanics of the various ingredients (eggs, butter, milk, sugar, yeast, etc.) and techniques used in the baking process.

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

No Response

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Culminating Projects

Homework assignments

In-class presentation

Writing assignments

Exams

Student self-assessment

Other

Students are verbally evaluated every week on their grasp of fundamental baking techniques and on their progression in the course. They are graded on their ability to execute the various principles/skills of baking, culminating in the production of a variety of breads made (from scratch) at a professional level.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Interviews

Other

Speaking with students to make sure they are grasping the concepts being taught in class and/or office hours held weekly to address

individual concerns.

7. What is your criterion for success in this assessment activity? (e.g. ____ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

A successful assessment would be 80% of the students receiving a "B" or better on the assignment. Students are graded on the following criteria: turning in assignment/project on time, creativity in interpreting formulas, presentation, progression, taste, ingredients and technique.

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

Out of 23 students in the class, 6 received an "A", 10 received a "B", 5 received a "C", and 2 received an "F". 21 students or 91% of the total received a passing grade. 2 students or 9% of the total received a failing grade.

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

When necessary it is important to update assignments and projects to reflect what the marketplace - what is currently in demand - as it pertains to professional baking standards and consumer taste. I would like the SLO to be a more specific representation of what is covered in this course. I can modify my teaching methods - demos, lectures, assignments, etc. when necessary if I see that students are not grasping the material or if I discover that what was successful for one group is not beneficial for another.

10. Please indicate when you will resume the assessment cycle.

It is my understanding that the course is assessed on an annual basis. If that is correct, the course evaluations should resume fall of 2011 (this course offered twice a year in the fall and spring semesters).

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Student Sample (format name: SS)

Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - Maria C. Williams

Semester: - Fall 2010

Email Address: - maria.williams@rcc.edu

2. What course are you assessing?

CUL -21 - Fundamentals of Baking II

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Learning how to follow more complex formulas and understanding the techniques used in making and presenting fine, professional quality pastries and desserts (including items for those with dietary restrictions).

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

No Response

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Culminating Projects

Homework assignments

In-class presentation

Exams

Student self-assessment

Other

Students are verbally evaluated every week on their grasp of the principles of advanced baking techniques and on their progression in the course. They are graded on their ability to execute the various principles/skills of fine baking, culminating in the production and decoration of a speciality cake (from scratch) at a professional, gourmet restaurant level.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Interviews

Other

Speaking with students to make sure they are grasping the concepts being taught in class and/or office hours held weekly to address individual concerns.

7. What is your criterion for success in this assessment activity? (e.g. ____ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

A successful assessment would be 60% of the students receiving a "B" or better on the assignment. Students are graded on the following

criteria: turning in assignment/project on time, creativity in presentation and flavor profile, progression, taste, ingredients and technique.

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

Out of 23 students in the class, 5 received an "A", 6 received a "B", 5 received a "C", 3 received a "D" and 4 received an "F". 16 students or 70% of the total received a passing grade. 7 students or 30% of the total received a failing grade ("D" and "F" grades due largely to lack of attendance).

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

When necessary it is important to update assignments and projects to reflect what the marketplace - what is currently in demand - as it pertains to professional baking standards and consumer taste. I would like the SLO to be a more specific representation of what is covered in this course. I can modify my teaching methods - demos, lectures, assignments, etc. when necessary if I see that students are not grasping the material or if I discover that what was successful for one group is not beneficial for another.

10. Please indicate when you will resume the assessment cycle.

It is my understanding that the course is assessed on an annual basis. If that is correct, the course evaluations should resume Fall of 2011 (this course is only offered once a year in the fall semester).

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Student Sample (format name: SS)



Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - Howard Merrick

Semester: - Spring 2011

Email Address: - howardmerrick@msn.com

2. What course are you assessing?

Culinary Arts 36

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Safety and Sanitation ServSafe, HACCP and Fire Safety

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

Yes, The students will understand the Basic and will be able to apply food safety standards, The students will understand and apply the HACCP flow of food in the industry, and the students will understand the proper way to use and types of fire systems.

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Recognition/Recall

Homework assignments

In-class presentation

Exams

Video

Other

ServSafe certification Testing through the National Restaurant association, five year certification program.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Survey

Focus Groups

ServSafe certification, through the NRA

7. What is your criterion for success in this assessment activity? (e.g. ____ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

100% of the class take the ServSafe testing it is a prerequisite for CUL-37

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

Students must pass with a score of 75% Average from CUL-36 this semester is 82%

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

The goal of the section CUL-36 is to reach a 90% passing score on ServSafe to better serve the needs of the future of each student.

10. Please indicate when you will resume the assessment cycle.

05-09-2011 next rotation of CUL-36

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Example assessment tool (format name: EAT)

Data from assessment (format name: DA)

Students That reach 92% qualify to become a NRA proctor Trainer. In two years

Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - David Avalos

Semester: - Winter 2011

Email Address: - david.avalos@rcc.edu

2. What course are you assessing?

Culinary 37, intermediate Culinary Arts

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Demonstrate proficiency in the use of knives and garnishing equipment

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

Yes, Demonstrate major cutting techniques required in food service.

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Exams

Students will take three separate knife cutting practical exams worth 26 points each. Each exam requires the student to prepare six different classical cuts in a timed setting.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Other

Knife skills Grading Rubric.

7. What is your criterion for success in this assessment activity? (e.g. ____ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

I would consider a 75% proficiency rate in the 20 minute in-class exam corresponding to the Student Learning Outcome as being successful.

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

28 students took the exam. 10 students passed with a 75% proficiency rate. the remaining 18 students averaged 46%. Overall class average was 54%.

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

I am not happy with the results for this particular class. Most of the students did not practice enough on their on time, which is required of them throughout the entire quarter. I will have to plan on setting some additional time in class to help the students improve their knife skills.

10. Please indicate when you will resume the assessment cycle.

During this current summer session.

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Assessment Rubric (if applicable) (format name: AR)

Course-Specific Student Learning Outcome Assessment Summary

1. Please type in the following:

Instructor(s): - Robert Baradaran

Semester: - Winter 2011

Email Address: - robert.baradaran@rcc.edu

2. What course are you assessing?

Culinary Arts 38

3. Within the course, which Student Learning Outcomes (SLO) are you assessing?

Evaluate the competency of knife skills

4. Does your course outline link a General Education Student Learning Outcome to the course SLO you assessed? If so, please indicate the GE SLO(s).

Yes. Demonstrate practical knowledge of classical knife cuts.

5. What direct method(s) will you use to assess the student SLOs? (check all that apply)

Exams

Students are graded on their ability to perform classical knife cuts during a 30 minute practical exam.

6. What indirect method(s) will you use to assess the student SLOs? (check all that apply)

Survey

Classical French cuisine guidelines.

7. What is your criterion for success in this assessment activity? (e.g. ____ percent of students responding correctly to the one hour in-class exam questions corresponding to the SLOs)

A successful assessment would be 75% of students receiving a "C" or better on the practical exam. Students are graded on accuracy, speed, safety, sanitation, and professionalism.

8. Assessment Results and Summary: (e.g., narrative, number of students, percentages, means)

Out of 28 students in the class, 18 received an "A" grade, 7 received a "B" grade, and 3 received a "C" grade. 100% of the total students received a passing grade.

9. Provide a statement on how you will utilize the data and if necessary, a plan for improvement.

By enforcing, emphasizing, and demonstrating the importance of knife skills throughout the semester.

10. Please indicate when you will resume the assessment cycle.

In the spring 2011, I will assess another student learning outcome.

11. If possible, please check the following supporting documents that you plan to send to us (sloassessment@rcc.edu): Note: To make files easy to identify, please use the following format (i.e. FirstNameLastName_format name_Date.doc).

Data from assessment (format name: DA)

2011