

PORTLAND COMMUNITY COLLEGE  
2011-12 Annual Report for Assessment of Outcomes  
**Culinary Assistant Program**

1. **Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011.**

In our 2010-11 report we reported that because of the poor results of improvement, our SEC has decided to teach and give "direct-instruction" as part of the core outcomes learning. We believe our students will benefit tremendously by mastering the learning core outcomes, since they align well with our program/certificate and course-level outcomes. Our students will have a better understanding and are more able to apply what they have learned in school and daily life.

This change has yielded good results. Students learned well, and the average score, based on the Mapping Level Indicators of 0-4, have improved from 1.45 to 2.45. Ten out of eleven students showed improvement.

The On-the-Job Training Evaluation, Behavior Review and the Grade Report, indicated that all students, but one, have shown improvement in attainment of the course-level, as well the program outcomes, after mastering learning core outcomes.

The SEC believes that we are on the right track so we will keep focusing on teaching the students the learning core outcomes.

2. **Describe the assessment design (tool and processes) used.**

a) The Learning Core Outcome Assessment:

Once a term we use a direct assessment method that combines open-end questions, face-to-face interview, and student-instructor dual evaluation process to assess the learning core outcomes.

Due to the small class size (only 11 students in our program), we are able to assess every student in the class. Also, we could compare the findings three separate times and measure the students' progress, since the same student has to enroll for three terms.

An assessment form with rubrics was used for assessment (see attached form). Since all the assessments were performed by the same Program Coordinator who works closely with all the students, the assessment is consistent and reliable.

b) On-the-Job Training Evaluation:

Once a term, we use direct methods to evaluate students' progress and hands-on performance using the newly designed evaluation form (see attached form). We assess every student. In fact, the score on the evaluation is part of the final grade for the student.

At the end of each of the three terms the work experience supervisors and the Program Coordinator, each use a rubric to complete an on-the-job training assessment that assesses student's job-related skills and knowledge, as well as professional competence. While the assessment from the Program Coordinator (only one in the program) is consistent and

reliable, the consistence of the assessments from various supervisors has been greatly improved compared to previous years.

c) Behavior Review:

Our Program Coordinator reviews every student's behavior using a checklist, and prepares a Behavior Review Report that is guided by the students' understanding of communication, community responsibility, critical thinking, cultural awareness, and self-reflection (see attached checklist).

This assessment is conducted on every student in the program with great consistency.

d) Grade Report:

A grade report combining scores from six critical areas (attendance, punctuality, class performance, on-the-job evaluation, behavior review, and employability) is prepared by the Program Coordinator each term for every student. Since this grade report is based on actual figures and reliable assessments, the report is very consistent and reliable.

**3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?**

As mentioned above in Item 1, Core Outcome Assessment, our students in 2011-12 had learned well and the average score, based on the Mapping Level Indicators of 0-4, improved from 1.45 to 2.45. The average score of 2010-11 was 1.14 to 1.50, with only 14% of them reaching Level 3 on the scale. The class of 2012 had 45% reach Level 3.

The Grade Report that includes the behavior and on-the-job assessment has also shown great improvement. Six students were on the honor roll, while only three received this honor last year. We enjoyed amazing success this year, but we will continue creating new lesson plans and teaching strategies to help our students succeed.

**4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes.**

The result of the outcome assessments prompts the extensive use of alternative-teaching methods, such as simulative-teaching, interactive-case study, trial-and-error-correction learning, observation-and-modeling, as well as storytelling, to help students better understand and retain what they have learned.

**5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.**

As mentioned above, our SEC believes we are on the right track. We will give our assessment system a test of time, so we will continue to work on what we have, and make sure it works year after year. In the meantime, we will keep updating our assessment forms to make sure the assessments are consistent, precise, and reliable.

At the end of last term, based on the philosophy of inquiry-based learning, we put a “comment-and-recommend-case study” curriculum-delivery method to test (see attached lesson plan). The result was quite satisfactory. Our SEC will keep developing more lesson plans along this line. We will report on the result of this add-on on our 2012-13 assessment report.

# CORE OUTCOME ASSESSMENT

**Student Name:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

- |                   |   |  |
|-------------------|---|--|
| Level Indicators: | 0 | Not Applicable.  |
|                   | 1 | Limited demonstration or application of knowledge and skills.                              |
|                   | 2 | Basic demonstration and application of knowledge and skills.                               |
|                   | 3 | Demonstrated comprehension and is able to apply essential knowledge and skills.            |
|                   | 4 | Demonstrates thorough, effective and/or sophisticated application of knowledge and skills. |

**Term 1**                      **Term 2**                      **Term 3**

## **Critical Thinking**

Tell me about critical thinking. \_\_\_\_\_  
Have you been implementing? \_\_\_\_\_  
Give example(s): \_\_\_\_\_  
How often? \_\_\_\_\_  
Evaluator's comment: \_\_\_\_\_

## **Self-reflection**

Tell me about self-reflection. \_\_\_\_\_  
Have you been implementing? \_\_\_\_\_  
Give examples(s): \_\_\_\_\_  
How often? \_\_\_\_\_  
Evaluator's comment: \_\_\_\_\_

## **Communication**

Tell me about communication. \_\_\_\_\_  
Have you been implementing? \_\_\_\_\_  
Give example(s): \_\_\_\_\_  
How often? \_\_\_\_\_  
Evaluator's comment: \_\_\_\_\_

## **Cultural Awareness**

Tell me about communication. \_\_\_\_\_  
Have you been implementing? \_\_\_\_\_  
Give example(s): \_\_\_\_\_  
How often? \_\_\_\_\_  
Evaluator's comment: \_\_\_\_\_

## **Community & Environment Responsibility**

Tell me about communication. \_\_\_\_\_  
Have you been implementing? \_\_\_\_\_  
Give example(s): \_\_\_\_\_  
How often? \_\_\_\_\_  
Evaluator's comment: \_\_\_\_\_

# PCC CULINARY ASSISTANT PROGRAM

## GRADE

School Term : SPRING 2012 (CRN 28989)

Student Name : John/Jane Doe

Instructor : LEE FAN

- Area 1 : Attendance A
- Area 2 : Punctuality A
- Area 3 : Class Grades A
- Area 4 : Work Behavior Evaluation A
- Area 5 : General Work Evaluation A
- Area 6 : Employability A

FINAL SCORE 5.00

FINAL GRADE A

\*\*\* Work behavior Score: - 0 = A

Work Skill Score: 300 = A

Employability Score: 100% = A

## **PCC CULINARY ASSISTANT PROGRAM JOB-KILLER BEHAVIORS REVIEW**

Student Name: \_\_\_\_\_ Term: \_\_\_\_\_

### **Fatal Violations: (deduct 5 points each occurrence)**

- Using drugs and/or alcohol.
- Stealing.
- Sexual harassment.
- Fighting with others at work.
- Talking abusively to others and/or using “4-letter” words.
- Talking back to authority.
- No show at work (no call no show).

### **At Work and/or In the Classroom: (deduct 1 point or more if occur frequently)**

- Frequent absence.
- Sleep on the job or in class.
- Late to work or to class.
- Late from breaks
- Leave or take breaks without permission.
- Smoking at workstation or in school (PCC is a smoke-free college)
- Fating and nibbling when working with food.
- Chewing gum in class and/or at work.
- Play around at work and/or in class.
- Do not accept constructive criticisms.
- Do not admit mistake, make excuse to cover it.
- Complaining and whining frequently.
- Excessive talking at work and/or in class (especially non-job or lesson related).
- Socializing on company/work time.
- Always leave workstation without supervisor’s consent.
- Do personal projects or personal things at work and/or in class.
- Do not follow directions and instructions.
- Do not complete tasks on time.
- Appear idle and lazy frequently.
- Be easily distracted or not focused.
- Do not keep working when supervisor is away.

- Do not want to do less desirable tasks.
- Refuse to be a team player
- Does not offer help.
- Bothering co-worker or others while working and/or in classroom.
- Lazy and be a “time waster”.

**With Others: (deduct 1 point or more if occur frequently)**

- Do not respect boundaries.
- Bossing other coworkers around.
- Rude and unfriendly to others.
- Lying and telling exaggerated stories.
- Blaming others for mistakes.
- Refuse to get along with others.
- Do not treat others with courtesy.
- Gossiping and/or spreading rumors.
- Too personal and ask personal questions.
- Too critical.
- Bragging all the time.

**Attitudes: (deduct 1 point or more if occur frequently)**

- Do not show respect.
- Do not show interest at work and/or in class.
- Responding to criticism with bad attitude.
- Being a “Clock Watcher”.

**Personal Appearance and Hygiene: (deduct 1 point or more if occur frequently)**

- Do not dress properly or observe dress code.
- Do not keep fingernail trimmed and clean.
- Do not pay attention to body odor.
- Do not keep a clean appearance.
- Always touch hair, nose and/or mouth.
- Uniform does not look neat and clean.

## **Lesson Plan: Case Study on Food Safety Inspection**

1. Teach or review the Food Safety Rules and Regulations.
2. Use actual Multnomah and/or Washington County Food Safety/Restaurant Inspection Reports from the agents' website.
3. Outline and list the citations found on the reports. (Example raw meat was found on the top shelf above the ready-to-eat food in the walk-in).
4. Ask students, referring to the Food Safety rules and regulations they had learned, to comment on the citations, such as the reason for the citation and which rule/rules have been violated. (For example, the students have to point out that the citation was issued because the raw meat had been placed above the ready-to-eat food and that could cause cross-contamination.)
5. Ask students to give recommendations, according to the Food Safety Regulations they have learned, for a solution. Students should be able to provide the following remedial recommendation: put raw meat, beef, pork, lamb, chicken, turkey, fish and seafood, etc. in a drip pan and store them on the bottom shelf of the shelving unit in the walk-in, away from the ready-to-eat food.

## PCC CULINARY ASSISTANT PROGRAM TRAINER'S EVALUATION

Student Name: \_\_\_\_\_ Trainer: \_\_\_\_\_

*Please check the column that best describes the student and his/her work:*

All Time	Miss Couple	Most Time	Often	Some Time	Once A While	Rarely	N/A
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- 1) Starts work and returns from breaks on time
- 2) Alerts supervisor if absent or late
- 3) Respect workplace culture/rules
- 4) Respect and accepts authority
- 5) Is tactful and considerate of others
- 6) Relates well to supervisors
- 7) Relates well to fellow workers
- 8) Interacts appropriately with the public
- 9) Appropriately dressed in workplace
- 10) Exhibits cleanliness and good hygiene
- 11) Focused on work
- 12) Interested in a job well done
- 13) Willingly performs other job tasks
- 14) Shows initiative
- 15) Uses time effectively
- 16) Reacts appropriately to criticism
- 17) Accepts suggestions
- 18) Asks for help when needed
- 19) Is flexible & can adapt to work conditions
- 20) Follows food and job safety rules
- 21) Uses care with equipment and materials
- 22) Understands and follows instructions
- 23) Exhibits occupational skills
- 24) Works well with minimum supervision
- 25) Finishes assigned tasks without reminders
- 26) Improvement on speed in completing tasks
- 27) Completes job in a reasonable time
- 28) Keep busy, looks for work to do
- 29) Works faster when busy
- 30) Shows continual improvement

Would you hire this person to do this job?      Yes    Very-likely    Very-possible    Possible    Maybe    Not-likely    No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Rubrics for rating On-the-Job Evaluation**

All Time	= 100% of the time.
Miss Couple	= Miss 1 or 2 times.
Most Time	= Miss 3 to 5 times.
Often	= Miss 6 to 10 times.
Some Time	= Miss more than 10 times but better than only once-a-while.
Once-a-while	= Seldom occur, may just take place a few times over a long period of time.
Rarely	= Very seldom or never occur.
N/A	= Not applicable or do not know.

### **Rubrics for rating Employability**

Yes	= Definitely, 100% chance.
Very-likely	= Very high chance to be hired, about 84% chance.
Very-possible	= High chance to be hired, about 67% chance.
Possible	= Possible to be hired, about 50% chance.
Maybe	= Lower than possible to be hired, about 34% chance.
Not-likely	= very unlikely to be hired, about 17% chance.
No	= absolutely no chance to be hired. 0% chance.