

Course outcome report

Instructor name	Mary Poppins	Date	March 20, 2016	Number of students assessed	34
Course	Culinary Arts 101	Quarter/year assessed	Winter 2016		
Outcome: <i>After completing the course, students should be able to...</i>	Make a peanut butter and jelly (PB & J) sandwich				
Outcome indicators: List 3-8 indicators of this outcome (what students will do to demonstrate their competency to perform the outcome). Starting with a measurable verb, finish the phrase, <i>To demonstrate this outcome, students should...</i>	Teaching and learning strategies (formative assessments)	Brief description of specific graded formal summative assessment	Results of assessment (broken down by outcome indicator)	Next steps for improving student learning (e.g., teaching/learning strategies, assessment method, indicators, etc.)	
<ul style="list-style-type: none"> a. Select fillings (PB & J). b. Spread PB & J evenly. c. Align bread slices. d. Distribute an equal ratio of PB to J. 	Lecture Demonstration In-class practice activities Muddiest point informal write Peer review and feedback Reading	Final presentation & demonstration	<ul style="list-style-type: none"> a. Select fillings: 100% of students (34/34) were able to select PB & J from the pantry. b. Spread PB & J evenly: 82% of students (28/34) spread the PB & J across the entire slice of bread in an even distribution. 5% did not spread either filling across the entire slice. c. Align bread slices: 53% (18/34) of students aligned the two slices of bread. 12% had the top and bottom pieces of each slice of bread aligned, but didn't have the crust contours matched up. The remaining students didn't align the bread at all. d. Distribute an equal ratio of PB to J: 70% (24/34) of the students had a 1 to 1 ratio of PB to J. 12% of the students applied more PB than J. The remaining 18% applied more jelly than PB. 	<ul style="list-style-type: none"> a. Since all students can select PB & J from the pantry, no additional teaching or learning activities are needed. b. Most of the students (82%) spread PB & J evenly, but I think I will add another in-class practice activity to help students with their spreading techniques. c. The biggest problem students had was with their bread alignment. I need to reinforce this skill with some visual aids (pictures) and an alignment game/activity. We will also do a pair and share on why it is crucial that the bread is aligned properly. d. Students did okay with the ratio of PB to J. There is room for improvement, however. I will have a guest speaker come in for 10 minutes about the necessity of correct ratios and then have students make samples and critique their partner's work with a rubric. We will also have a class discussion about various other situations where ratios are important to reinforce why the 1-to-1 ratio is important in constructing a PB & J sandwich. 	