

This plan also covers Baking and Pastry Management

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Culinary Management				
Planning Team Leader(s)¹	Campus	E-mail Address	Phone Extension	Mail Code
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Pierre Pilloud	West	ppilloud@valenciacollege.edu	1880	4-22
Planning Team Members²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Ken Bourgoin	West		1915	4-22

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

These six items are required for the report to the Learning Council.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?

To follow the institutionally established learning objective, we asked our students to make a portfolio of the weekly menus, and to write 2 recipes from that menu per week for the entire semester. We set the date the portfolios will be collected and Professor Pilloud grade the projects based on the criterion set the first day of class

2. At what point in the academic year / semester were the student artifacts / data collected?

At the end of the semester, one week before the final week.

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)

Majority, 75% of the students followed the criteria, weekly menu, 2 recipes with pictures, in a 3-ring binder. 25% of the projects were sent back for correction with 10% penalty against the final grade. 1 student chose to have a 50% grade, he did not return the corrected project.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

I may want to collect the project halfway through the semester to find out if the studnets are following the criteria. My goal is to have 100% compliance.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

None

Next Steps – Planning for Next Year’s Cycle— Academic Year 2012-2013

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

We are already taking 6-8 written tests, 6-8 practical tests, final practical and written test. We also grade homework assignments.

Please include the name of the person completing this page and your program:

Pierre Pilloud

Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here:* What were your results?

I am certain that we will have 100% compliance to this portfolio project in the future. Our reassurance can go a long way in helping learners feel more comfortable writing recipes and discover techniques with evaluation

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

We do not plan to make any changes to our curriculum in this coming school year, 2012-13

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results?

If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

