

# Program Learning Outcome Assessment Plan Template

## General Information

Academic Year of Implementation: 2010 – 2011

**Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area**

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Culinary Management Program

### Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Pierre Pilloud	West Campus	ppilloud@valencicollege.edu	1880	4-24
Planning Team Members <sup>2</sup>				
Ken Bourgoin	Campus West	E-mail Address kbourgoin@valenciacollege.edu	Phone Extension 1915	Mail Code 4-24

## Learning Outcomes and Performance Indicators

**Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:**

Culinary Management Program

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide 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: Collegewide 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.

<p><b>Targeted Program Learning Outcome:</b> Generate essential food production and cost control skills</p>	<p><b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> Quantity food production 1.2.3. International and classical cuisine, garde manger</p> <p><b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Portfolio, projects, written recipe, costing , picture practical exam, written exam (write/cost recipes)</p>
<p><b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Perform basic culinary skills to include, knife skills, cooking methods, and buffet planning.</p>	<p><b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Evaluation of portfolio practical skills testing.</p>
<p><b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Practical and written exam/ Portfolio (majority of the class percentages passing)</p>	
<p><b>Description of the Proposed Common Assessment</b> (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): Did in outline</p>	
<p><b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Performance Rubric/ Written tests</p>	

## Implementation Process

### Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Building of the portfolio at the beginning of class session. Syllabus hand out

How will student artifacts or data associated with student performance be collected? Portfolio collected two weeks before session ends. Practical given before final grade is administered.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include? Portfolio is not a random sample

How will information about faculty / staff participation in the assessment project be communicated? Syllabus /Meeting with all professors

Who will be responsible for coordinating the collection of student artifacts? Instructors of each individual class indicated will collect portfolio for their class.

At what point in the academic year / semester will the student artifacts be collected? Two weeks before session ends.

### **Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results**

When will student artifacts be assessed / evaluated? When they are received.

Which faculty or staff from the program/discipline will evaluate student artifacts? Each faculty that has instructed that class specifically will assess artifacts for their class.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Written expectation, and professional background and experience in the industry.

When will the results / data associated with the assessment plan be analyzed? Once a year

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? Perfect measurable portfolio assessment/grades.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Performance rubric communication.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)? None related

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Verbal reports of what to focus or refocus on based on data

### Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	9/22/2011	Pierre Pilloud Ken Bourgoin Dan Dutkofski	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Not needed		
Draft assessment plan is revised to reflect input	9/23/2011		
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )		Pierre Pilloud Ken Bourgoin Dan Dutkofski	All tenured faculty in Department worked on plan.

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## Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dan Dutkofski Dean / Director West Campus	Signature <i>Dan Dutkofski</i>

## Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?

What changes to the common course outlines, if any, need to be considered?

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?
Individual(s) Responsible leading the implementation of recommendations
Stakeholders Impacted by the recommendations for improvement

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