

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):

Hospitality and Tourism Management

Planning Team:

Planning Team Leader(s)¹	Campus	E-mail Address	Phone Extension	Mail Code
<i>Jim Inglis</i>	<i>West, 9-109C</i>	<i>jinglis@valenciacollege.edu</i>	<i>1491</i>	<i>4-24</i>
<i>Craig J. Rapp</i>	<i>West, 9-117</i>	<i>crapp1@valenciacollege.edu</i>	<i>5617</i>	<i>4-24</i>
Planning Team Members²	Campus	E-mail Address	Phone Extension	Mail Code
<i>Jim Inglis</i>	<i>West, 9-109C</i>	<i>jinglis@valenciacollege.edu</i>	<i>1491</i>	<i>4-24</i>
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¹ 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**

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: 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.

Learning Outcomes and Performance Indicators

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: <i>Restaurant & Food Services Management</i></p>	
<p>Targeted Program Learning Outcome: <i>Perform essential food production and cost control skills.</i></p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: <i>FSS 2500 Food and Beverage Cost Control</i></p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <i>Given the “Test Your Skills” Excel practice exercises at the end of each chapter, students will apply knowledge from the course to perform calculations using Excel and evaluate data to formulate answer to questions related to food production and cost control strategies.</i></p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p> <ul style="list-style-type: none"> • <i>Ability to make food cost calculations and make decisions based on calculations.</i> • <i>Ability to utilize Excel to perform function that make sense of and organize data.</i> • <i>Ability to make decisions on purchasing, hiring, staffing, production levels.</i> • <i>Ability to compare budgeted vs. actual operating results.</i> 	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <ul style="list-style-type: none"> • <i>Students will be able to practice problem-solving utilizing Excel.</i> • <i>Students will be able to apply concepts covered in the course and prove they have achieved an acceptable level of mastery.</i>
<p>Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): <i>Completed “Test Your Skills” Excel practice exercises</i></p>	
<p>Description of the Proposed Common Assessment (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): <i>Instructor will check for completion and accuracy of the students work: “Test Your Skills” Excel practice exercises.</i></p>	
<p>Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): <i>Homework grade book record.</i></p>	

Implementation Process

Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? <i>Students will be informed about the assignment due dates and the weighted value of assignments in the overall course grade on the first day of class and information will be included in the course syllabus.</i></p>
<p>How will student artifacts or data associated with student performance be collected? <i>Students will submit print outs of completed work. This may be modified at the instructor's discretion. E.g. instructor may choose to accept electronic copies, or may use in class grading strategies.</i></p>
<p>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? <i>See above.</i></p>
<p>How will information about faculty / staff participation in the assessment project be communicated? <i>Faculty meeting and a review of the course assignments prior to the start of the semester.</i></p>
<p>Who will be responsible for coordinating the collection of student artifacts? <i>Instructor</i></p>
<p>At what point in the academic year / semester will the student artifacts be collected? <i>Weekly due dates. This may be modified at the instructor's discretion.</i></p>

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

When will student artifacts be assessed / evaluated?

Weekly due dates. This may be modified at the instructor's discretion

Which faculty or staff from the program/discipline will evaluate student artifacts?

Faculty on record.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Instructor must have adequate professional experience related to the subject, completion of and/or familiarization with the assignments, and a review of the instructor's guide.

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

End of term.

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

Analysis of student performance will come from a comparison utilizing a grade book.

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

Physical review of student work and formative assessment strategies. E.g. discussion and frequent feedback loops.

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)?

Discussion of student success will include all departmental faculty and OST.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Oral presentation and/or discussion at annual department meeting.

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)	9/27/2011	Jim Inglis Craig Rapp	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A		
Draft assessment plan is revised to reflect input			

Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	9/27/2011	Jim Inglis Craig Rapp	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 Dutkoski Dean / Director West Campus	<i>Dan Dutkoski</i> Signature

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

DRAFT