

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area Baking and Pastry Management Program				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: 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. (Culinary and Baking Programs are located only on West Campus)				
Pierre Pilloud	West Campus	ppilloud@valenciacollege.edu	1880	4-24
Planning Team Members ²	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 Campus	kbourgoin@valenciacollege.edu	1915	4-24

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.

Six Items Documenting Results

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

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? The program set up a project in each lab class consisting of a portfolio of collected recipes/food product knowledge. Each instructor teaching the class was responsible in collecting and grading final projects.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? One week before the semester ended. Aprox. 200 students

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

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall? Improvements in job placements specifically for students who did not have a back ground in cooking and baking. The implementation of grading the portfolio’s half way through the semester improved final grades.
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.) Build upon reinforcing the structures of the portfolio’s throughout the semester in each class.
5. What changes, if any, will be made to the common course outlines, the catalog, etc. None are needed. It is already embedded in the grade percentages of each lab class.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

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. No additional steps based on successes of

current project.

Pierre Pilloud/ Ken Bourgoin

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

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

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

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?

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.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Baking and Pastry Management Program	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Generate essential food production and cost control skills	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Classes in baking and pastry
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Portfolio, projects, practical exam, written exam (write/cost recipes)
Performance Indicators for the Program Learning Outcome(s) selected: Basic skills, basic product buying and costing and pastry shop service	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Evaluation of portfolio and pastry practical skills
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): External standards based on majority of Culinary and Baking Participation Rubric. See attached	
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): Practical Exam/ Portfolio (majority of the class percentages passing)	
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): Did in outline	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Performance Rubric	

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? Class instructors sharing implementation of projects including expectations, participation and grading.

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? Meeting with all professors

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

At what point in the academic year / semester will the student artifacts be collected? Half way through the semester the portfolio's are collected to assess before the end of the semester. Then graded 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.
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 are your predictions regarding student performance? (What do you expect to see when you analyze your results?) Improvement in students ability to remain engaged in the lab.
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.
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Performance rubric communication and discernment of what has worked and what has not based on majority concerned.
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)? All concerning parties are included.
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Communicated individually and collectively

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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)	2010-2011	Pierre Pilloud Kenneth Bourgoin	Projects implemented throughout lab classrooms
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	2011 – 2012	Pierre Pilloud Kenneth Bourgoin	Clarity of projects/revisions made
Draft assessment plan is revised to reflect input	2012-2013	Pierre Pilloud Kenneth Bourgoin	Communication to department
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	2011 – 2012	Pierre Pilloud Kenneth Bourgoin Dan Dutkofski	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

