

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. What is your program name? *Hospitality and Tourism Management*

2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)

Yes, we are working to find a way to better prepare students to complete the Excel exercises by implementing a prerequisite course in MS Excel and streamlining the required courses/coursework. We plan on doing this by combining F&B Management FSS2251 and F&B Cost Control FSS 2500 and adding a Beverage Management Course, expanding their knowledge base and enhancing student learning.

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 Members ²	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.

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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: <i>Hospitality and Tourism Management</i>	
Major finding from last year and related change, if any: <i>Student who had prerequisite knowledge of MS Excel performed better on Excel assignments.</i>	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): <i>Require a prerequisite Course in a 1 credit OST Excel class.</i>	
Targeted Program Learning Outcome(s) (PLOs) for this year: <i>Perform essential food production and cost control skills.</i>	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: <i>FSS 2500 Food and Beverage Cost Control</i>
Is this a different outcome from the one reported last year? (yes /no) <i>No</i>	
Does this assessment for this year apply to more than one PLO? (yes /no) <i>Yes</i>	
National Standard(s): <small>(This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)</small>	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>
Performance Indicators for the Program Learning Outcome(s) selected: <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> 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <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>

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see?
You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)

Students will be better prepared to complete assignments allowing them to better focus on cost control concepts. This competency is a requirement for all Hospitality Managers.

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:

Completed “Test Your Skills Exercises”

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:

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.

What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)

Approximately 90 students

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. **When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?**
At the end of the semester.
2. **How will student artifacts or data associated with student performance be collected?**
Assignments will be collect in class and recorded in a grade book.
3. **If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?**
Accurate completion of the assignment compared to instructor’s answer keys.
4. **What information needs to be communicated to students concerning the assessment process?**
Assignments will be explained on the first day of class and in the syllabus.
5. **How will information about faculty / staff participation in the assessment project be communicated?**
Assignments will be explained on the first day of class and in the syllabus.

6. **Who will be responsible for coordinating the collection of student artifacts / data?**

Instructor

7. **At what point in the academic year / semester will the student artifacts/ data be collected?**

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

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. **When will student artifacts be assessed / evaluated?**

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

9. **What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?**

Reviewing corrected assignments.

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

Instructor

11. **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.

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

End of term

13. **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.

14. **Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?**

Yes it is continuation of the previous improvement plan.

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

Discussion with students.

16. **In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?**

OST Faculty and Staff

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Complete a program modification form to replace the current OST Keyboarding Class with an OST Excel Class.	Jim Inglis	December 1 st , 2012	
Complete a program modification form to combine FSS2251 and FSS2500 and add a Beverage Management Course.	Jim Inglis	December 1 st , 2012	
Review and select a textbook for new F&B Management Course.	Craig Rapp Jim Inglis Adjunct Faculty	December 1 st , 2012	
Review and select a textbook for new Beverage Management Course.	Craig Rapp Jim Inglis Adjunct Faculty (Jeff Israel, Brandon Howell)	December 1 st , 2012	
Write course description for new F&B Management Course.	Craig Rapp	December 1 st , 2012	
Write course description for new Beverage Management Course.	Craig Rapp	December 1 st , 2012	
Update Program Sheets	Jim Inglis Dan Dutkofski	December 1 st , 2012	
Contract UCF Rosen for Articulation Agreement	Jim Inglis Patricia Terrell	December 1 st , 2012	

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) 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
Dean / Director West Campus	Signature

