

Assessment Plan: Rubric for Reviewers

Program: Culinary Arts and Hospitality Management Program

Year: 2006

Reviewers: Peg Allison and Lynn Nakamura

The purpose of assessment planning is to outline a process for systematic use of feedback information to improve the program.

A well-developed and coherent assessment plan includes continuous and well- integrated linkages among assessment, planning, and implementation activities, including procedures for a logical analysis of the results as they relate to intended and unintended program outcomes.

1. Student Learning Outcomes

| The plan should... | Definitions of terms | Rubric: | Comments |
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| A. describe program in content-centered terms. | These statements describe essential educational content outcomes in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey. The list of outcomes may include all program outcomes or only the ones to be assessed this year. | X Is content of program stated? X Is essential program knowledge presented as learning outcomes? X Are relevant skills or proficiencies stated as outcomes? | In both the Culinary Arts and Hospitality Management programs: The content is stated in catalog and orientation hand-outs. Essential program knowledge and relevant skills or proficiencies are identified in the course syllabus for each course. |
| B. describe in measurable or observable terms the knowledge, abilities, or attitudes that students will have upon completing the degree or certificate program. | <ul style="list-style-type: none"> • Student learning outcomes specify the cognitive, affective, and/or kinesthetic learning that students are expected to achieve in the program. • Describe intended student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program. • Transfer program outcomes relate to the general education core abilities. • Professional Technical outcomes relate to specific certificates or AAS degrees. | X Are outcomes well-worded? X Are outcomes comprehensive? X Are outcomes measurable and observable? | In both the Culinary Arts and Hospitality Management programs: The outcomes are well-worded, comprehensive, measurable, and observable. |
| C. link program level student- learning outcomes to specific course level or service level student learning outcomes. | These are lists, tables, or other schema such as scope and sequence, showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as degree options or directed elective sequences, etc.). | X Are linkages very clearly described? X Are connections between course-level learning outcomes and program-level outcomes clearly described? | In the Culinary Arts program, students are required to meet the competencies established by the American Culinary Federation. The competencies are well defined and identified in the |

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| | | | <p>course syllabus. Student progress is tracked and assessed over the two years of the program.</p> <p>In the Hospitality Management Program, the linkages are not as clear.</p> |
| D. identify a manageable process and timeline to complete assessments | <p>Decide which outcomes should be measured each year. Best advice: don't try to measure every outcome every year. Each year, pick three outcomes and gather meaningful evidence to help improve the program. The next year, pick three more. That demonstrates SYSTEMATIC program improvement, and is manageable within workload.</p> <p>What specific outcomes will you be assessing this year?</p> <p>What's the plan to assess the rest of the outcomes?</p> | <p>X Does plan propose means of assessment that appear feasible in terms of <i>design</i>?</p> <p>X Does plan propose means of assessment that appear feasible in terms of <i>time</i>?</p> <p>X Does plan propose means of assessment that appear feasible in terms of <i>resources</i>?</p> | <p>In the Culinary Arts Program, the assessment process and timeline is a manageable one.</p> <p>A clearly defined manageable assessment process and timeline should be established for the Hospitality Management Program.</p> |

2 . Assessment Methods

| The plan should... | Definitions of terms | Rubric: | Comments |
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| E. describe assessment methods for student-learning outcomes at the program level. | This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program's intended student learning outcomes (as listed in B). | <p>X Are assessment methods clearly described?</p> <p>X Do assessment methods appear appropriate?</p> <p>X Are assessment methods consistently linked to specific objectives?</p> | For both programs, the assessment methods are clearly defined, appropriate, and linked to specific objectives, more so for the Culinary Arts Program. |

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| <p>F. describe assessment methods that are appropriate, valid, and suitable</p> | <p>Include the conditions and criteria for measuring learning at the program level:</p> <p>“On a closed-book final exam in the capstone course in ethics, at least 85% of the students will accurately describe the conditions under which a teacher-aide must report child abuse.”</p> <p>“In a poster constructed in a supervised lab setting, all students successfully completing the 3-course sequence will present photographic evidence of geological phenomena with clear explanations of the geological processes, using appropriate scientific terms.”</p> <p>“On a survey conducted 6 months after graduation, at least 75 % of program graduates will report Lane coursework prepared them well to compose business documents and presentations.”</p> | <p>X Are there at least two means of assessment identified for each intended outcome or objective?</p> <p>X Is each proposed means of assessment accompanied by conditions and criteria for success, that is, by defined benchmarks, performance targets or proficiency levels?</p> <p>X Are the proposed means of assessment likely to yield information that will be suitable for program or service improvement?</p> | <p>In both programs, the students are assessed through various methods that include testing, hands-on demonstration and participation in events, and a capstone course during the final term (beginning in spring 2007).</p> |
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| G. If appropriate, describe assessment methods for student-learning outcomes at the course level. | This section might summarize a list of assessment options or might include a sampling of course syllabi to illustrate specific strategies and methods the faculty use to determine whether students have achieved the intended student learning outcomes within some courses. | X Are assessment methods clearly described? X Do assessment methods appear appropriate? X Are assessment methods consistently linked to specific objectives? | The assessment methods are clearly defined in the course syllabus for the Culinary Arts Program. They appear appropriate and are linked to specific objectives. |
| H. Describe potential uses for the results of planned assessments, in terms of curricular changes or other changes planned to improve learning | This section may include a list of potential program and course adjustments, such as changes in prerequisites, revision of course outcomes, additional emphasis on key concepts, development of systematic grading tools, design of new assignments, or revision of assignments. | X Have plan designers clearly described potential uses of the assessment data to be gathered? | Curricular changes have been made at the course level based on assessment tools that include faculty and advisory committee input, ACF accreditation changes and survey results, and student input. |

3. Other Comments from Reviewers Concerning Overall Documentation

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| Describe specific strengths of the assessment plan. The Culinary Arts Program is required, through its accreditation by the American Culinary Federation, to maintain a systematic program assessment process. The program continues to refine its assessment process and to fine tune the curriculum based on assessment results. | Describe areas for improvement in the assessment plan. The Hospitality Management Program will be seeking accreditation in the near future. As part of its accreditation process, it will be essential that the program's assessment elements be strengthened. |
| Describe recommendations: A need exists for resources to design and implement a systematic assessment process for the Hospitality Management Program as well as maintain a strong assessment process for the Culinary Arts Program. | Any other comments? |