Fall 2013 SLO/PLO ASSESSMENT REPORT

Date: February 15, 2014
Name of Person Reporting: Louis Zandalasini

Name of Department and/or Discipline: Professional Studies ~
Family Consumer Studies – Food Service Management/Culinary Arts – Interior Design

1. What courses/certificates/programs have you assessed this past semester?

FSMGMT 50 -- Sanitation & Safety
FSMGMT 100 -- Introduction to Hospitality
FSMGMT 101 -- Food Production 101
FSMGMT 102 -- Food Production 102
FSMGMT 104 -- Dining Room Presentation
FSMGMT 108 -- Internship
FSMGMT 110 -- Managing Catering Operations
FSMGMT 130 -- Cake Decorating
FSMGMT 325 -- Food Production 325
INTRDGN 101 -- Professional Career Opportunities
INTRDGN 107 -- Color for Interior
FAM & CS 21 -- Nutrition
FAM & CS 31 -- Marriage & Family Life

Current – Phase out FSM Spring 2014

Food Service Management AA Certificate NEW ~ Culinary Arts AA
Culinary Arts Certificate NEW ~ Certificate of Achievement
Food Service Management Skill Certificate Null Not Offered
Restaurant Management Skill Certificate NEW ~ Certificate of Achievement
NEW ~ Restaurant Mgmt. AA
Baking Skill Certificate NEW ~ Certificate of Achievement (Baking & Patisserie)

Wine Studies NEW ~ Certificate of Achievement (Culinary Arts Spring 2015)

2. Summarize the analysis of your assessment results for the fall semester course assessments in your area. Did the students achieve the established benchmarks (standards for student success)

In Professional Studies across disciplines ~ Family Consumer Science/Gerontology, Food Service Management, Interior Design ~ the Department overall evaluation of assessment results (respective disciplines) for before and after comparison of student learning outcomes, require slight modifications of SLOs/PLOs/ILOs and rubrics for Spring 2014 – Fall 2014 to address and improve common assessments in developmental sequences for consistency and course objectives. Assessments conclude to increase the power of assessments; a 10% increase in assessments as part of instruction to provide additional information for Faculty to monitor learning, and actively evaluate student’s current levels of understanding for timely and informative feedback to students during instruction; projected success rate >80%.
An additional 20% increase of student–faculty contact is highly recommended for all instructors in our Department. Effective spring 2014, following the completion of a course, students are required to complete a standard “Professional Studies Questionnaire” (departmental notes) to gather student’s opinions and perceived outcomes. The percentages for the “strongly agree” and “agree” will be in tabular for all courses, to preserve a long term summary. The interpretation of how student’s assessed the course outcome may suggest changes in the course: e.g., return homework in a timelier manner and/or to improve the curriculum. The following assessments and evaluations are posted to the online SLO/PLO system.

Excerpts: of Class Sections Assessed Fall 2013

FSMGMT 50: The overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Some students had slight difficulty with technology with their inspection presentations. Students will attend an LRC workshop to improve their skills in presenting via PowerPoint. Another challenge was obtaining a location where students could do an "inspection" for their report. Although there were challenges, several students did a great job in presenting and obtaining a location for their inspection. For future course, a list of potential sites will be provided to enhance an ease for student inspections. Benchmark was met with 85%.

FSMGMT 100: Students were well prepared and demonstrated knowledge and ability to connect learned course content and act as a "Restaurant Consultant in this assignment. I am planning to create a self-check rubric for the students to use as a checklist for completion before submitting their assignments. This will give them support to ensure completeness and quality. I have designed a self-checking rubric to discuss with the students before they compile their resource file so that they understand the expectations and requirements clearly.

FSMGMT 101: The overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Students had a slight difficulty visualizing required dimension for each cut; student’s strength was correct usage of tools and posture to execute cuts. Benchmark was met with 80%.

FSMGMT 102: The overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Students had a slight challenge maintaining food hot; student’s strength was correct usage of tools and posture to execute cuts. Benchmark was met with 70%

FSMGMT 104: The benchmark of 90% was not achieved for this term due to absences resulting in missed lectures and service on those particular days, class meets twice a week for 4 hrs. We adhere to strict uniform policies, if a student is out of uniform (tuxedo) they are dismissed from class until the uniform is corrected, usually resulting in missing bowties and/or non-tuxedo pants. Service and set up will be improved with additional practice mock demonstrations within class for students. Students in the front of the house are taught industry standard basic and advanced service techniques for
job placement, the additional repetitive mock training will enhance service techniques with sanitation and safety always the top priority.

**FSMGM T 108:** Students were well prepared and demonstrated knowledge and ability to connect community resources to community needs. I am planning to create a self-check rubric for the students to use as a checklist for completion before submitting their assignments. This will give them support to ensure completeness and quality. I have designed a self-checking rubric to discuss with the students before they compile their resource file so that they understand the expectations and requirements clearly.

**FSMGM T 110:** The overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Students did not have any difficulty understanding the project requirements at all. Some students did not show up and participate but other than that they did a great job. Benchmark was met with 98%.

**FSMGM T 130:** Time management and personal family issues played a significant part in the success or non-success of the students. The benchmark was achieved. The students analyzed were for the most part successful. There were some students who did not complete the final project.

**FSMGM T 325:** The overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Students had a slight difficulty visualizing required dimensions for each cut; student’s strength was correct usage of tools and posture to execute cuts. Benchmark was met with

**INTRDGN 101:** Eye contact was achieved. Some improvement needed. Body language could also be improved. Some students are unsure of getting in front of the class. Voice qualities and command of material was presented well. Visual aids and content was professional. The content was well researched.

**INTRDGN 107:** Most students presented and comprehended content. If a student had trouble with assignments, they were not prepared and did not attend class regularly. I spent time with students at their desks going over content to assure the understanding of the content at hand. Students were prepared with assignments and successfully achieved their personally set goals.

**FAM & CS 21:** Out of 42 students, who completed the Diet Analysis project, 33 students or 79% of the class, received 80-100 points out of 100 possible points. They excelled in completed most of the forms, which we went over and did practice forms in class. Some students have problems understanding simple mathematics; overall most of the students did not have difficulty with the math problems. Most of the problems were careless errors. This could be due to not rechecking their problems, which the importance of rechecking their calculations was stressed in the classroom. I think what really helped my students in doing well on this project were the example forms that we completed in class.
3. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make?

All students enrolled in class sections for Professional Studies ~ Family Consumer Studies, FSM/Culinary, Interior Design will be required to complete a Professional Studies Questionnaire at the end of each semester. Data will be in tabular form and assessed for continued improvement of instructional courses, outcomes/rubrics, tracking student success/retention and certificate/degree completion rates. In addition, each discipline will report a self-evaluation assessment for recommended improvements either through modifying objectives, rubrics, text materials, curriculum, and delivery methods for student learning and/or resource request. Information will be disseminated through discipline staff/department meetings for consensus and modifications as necessary.

Alert Faculty to add student’s (via class roster) [http://www.lamission.edu/facstaff](http://www.lamission.edu/facstaff) allowing student’s immediate access to our high-quality Learning Resource Center for interactive learning materials, workshops, and multiple resources for students (and instructors).

Recommend Faculty to post Rubrics on their LAMC homepage for all assessments. Schedule additional Departmental workshops and seminars regarding SLOs/PLOs/ILOs for all Faculty

4. **Follow up on previous assessments:**
   
   (1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?

**ASSESSMENT ANALYSIS FOR FOOD PRODUCTION 101**

- **REPORT FROM SPRING 2013 TO FALL 2013**

After comparing the overall results for the class taught in two different semesters, the following observations continue to be a pattern for the beginning student taking this class. Assigning small cuts continues to be a matter of practice and visual reference. I recommended students to purchase a small transparent ruler to check each cut as it is being produced in class and at home to reinforce both visual and practical. Students had a slight improvement from 70 % benchmark to 73 % on fall 2013.

~ Assessment modifications planned for spring 2014, Chef Jesse Sanchez Food Production FSMGMT 101 am. I am plan to upload several demonstration pod cast
segments reinforcing cutting techniques and post during the course of the semester as a continuous support incentive for students, to improve on this skill set and raise the benchmark to 80%. Resource request: purchase several sets of tri-dimensional models for the cuts so student can see the final product before a practical; SLO #1 under revision.

ASSESSMENT ANALYSIS FOR ADVANCED FOOD PRODUCTION 325

- REPORT FROM SPRING 2013 TO FALL 2013

Spring 2013, after comparing the overall results for this class taught over two semesters, the following observations were made: Spring 2013 semester, this section had fewer students enrolled 27 out of 30 students. I was able to achieve high results due to the class size in addition to assistance from an externship student supporting the class.

The fall 2013 class was larger by comparison; total number of students enrolled, #102 & #325 was 30 students. The overall class had difficulty with some cutting techniques however substantial improvement was made during the course of the semester. The class was very successful in meeting the standard set mark of 70%; however, the class did experience a drop from 100% to 92%, although a very strong class to complete the semester. In addition, the Food Production 325 will be phased out for spring 2014 and will transitioned into the Food Production 102 section in preparation for our new Culinary Arts curriculum fall 2014, CUL ART102 Culinary Fundamentals II Additional assessments will be implemented for spring 2014.

~ Assessment modifications planned for spring 2014 Chef Jesse Sanchez, I am planning to provide additional videos regarding restaurant operations in addition to creating podcast segments on advanced cooking and plating techniques. These will be available during the course of the semester on my homepage, the student portal, LRC and part of our department collection as a resource for student support to enhance cooking techniques, presentations and knife skills. Additional assessments implemented.

ASSESSMENT ANALYSIS FOR FOOD PRODUCTION 102

- REPORT FROM SPRING 2013 TO FALL 2013

Spring 2013 assessment analysis Chef Jesus Sanchez Food production FSMGMT 102 After assessing and watching students perform their practical cooking skills; students displayed confidence working in a kitchen environment and stayed on task. The overall
student performance during their practical was positive allowing time for feedback in pointing to areas for improvement with practice in the kitchen. I will continue to coach students with basic/advanced cooking skills. Student success benchmarks are continually assessed for any modifications and/or revisions of rubrics. Students are achieving positive strides towards competency as they advance through our curriculum and transition to the workforce hospitality industry. Additional assistance from Instructional Assistant(s) will be adjusted to accommodate individualized techniques for students, average class size for Food Production sections range from 30 -35 students. Benchmark was met with 70%

Fall 2013 assessment analysis Chef Martin Gilligan Food Production FSMGMT 102
The overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Students had a slight challenge maintaining food hot; student’s demonstrated correct use of tools and posture to execute cuts. Benchmark was met with 70%

~ Assessment modifications planned for spring 2014 Chef Martin Gilligan Food production FSMGMT 102 pm. After assessing the students I realized that the communication to the students for success in assessment needs to be improved. In the future I plan to offer the students the rubric one week in advance. I also plan to discuss the plan of action and timeline to the students in order to insure that the students understand the required expectations.

ASSESSMENT ANALYSIS FOR INTRODUCTION TO HOSPITALITY FSMGMT 100

• REPORT FROM SPRING 2013 TO FALL 2013

Spring 2013 assessment analysis Chef Louis Zandalasini Intro to Hospitality FSMGMT 100
Students performed their presentations as explained but some were not as prepared as others were. The assessment is good and let students know where they stand in presentations.

Fall 2013 assessment analysis Chef Martin Gilligan Intro to Hospitality FSMGMT 100
Students were well prepared and demonstrated knowledge and ability to connect learned course content and act as a "Restaurant Consultant" in this assignment. I am planning to create a self-check rubric for the students to use as a checklist for completion before submitting their assignments. This will give them support to ensure completeness and quality. I have designed a self-checking rubric to discuss with the students before they compile their resource file so that they understand the expectations and requirements clearly.

~ Assessment modifications planned for spring 2014 Chef Martin Gilligan Intro to Hospitality FSMGMT 100
I will review the grading rubric with them more thoroughly. I will go over the new self-checking rubric (attached), as well as the assignment guidelines (attached) and discuss
each category in terms of expectations and requirements. Examples of complete and well organized resource files will be available in our Student Resource Center to be used by the students when compiling their own resources. Tutors will provide one on one or small group support for locating internet resources as well as web pages (http://www.yelp.com) for community resources.

ASSESSMENT ANALYSIS FOR INTERNSHIP FSMGMT 108

REPORT FROM SPRING 2013 TO FALL 2013

Spring 2013 assessment analysis  Chef Louis Eguaras Internship FSMGMT 108
Student will be able to demonstrate hands-on experience in a major field and to serve as an introduction to professional practice under actual working conditions.

Fall 2013 assessment analysis Chef Martin Gilligan Internship FSMGMT 108
Students were well prepared and demonstrated knowledge and ability to connect community resources to community needs. I am planning to create a self-check rubric for the students to use as a checklist for completion before submitting their assignments. This will give them support to ensure completeness and quality. I have designed a self-checking rubric to discuss with the students before they compile their resource file so that they understand the expectations and requirements clearly.

Assessment modifications planned for spring 2014 Chef Martin Gilligan Internship FSMGMT 108
I will review the grading rubric with them more thoroughly. I will go over the new self-checking rubric and discuss each category in terms of expectations and requirements. Examples of complete and well organized resource files will be available in our Resource Center to be used by the students when compiling their own resources. Tutors will provide one on one or small group support for locating internet resources as well as web pages for community resources.

ASSESSMENT ANALYSIS FOR SANITATION & SAFETY FSMGMT 050

REPORT FROM SPRING 2013 TO FALL 2013

Spring 2013 assessment analysis Chef Louis Eguaras semester, the students actually did pretty well. Some of the attendance affected the student's participation. The benchmark for passing was set at 70% and students averaged at 86% when assessed.

Fall 2013 assessment analysis Chef Eguaras the overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Some students had slight difficulty with technology with their inspection presentations. Students will attend an LRC workshop to improve their skills in presenting via
PowerPoint. Another challenge was obtaining a location where students could do an "inspection" for their report. Although there were challenges, several students did a great job in presenting and obtaining a location for their inspection. For future course, a list of potential sites will be provided to enhance an ease for student inspections. Benchmark was met with 85%. This is an overall difference of 1%, which is not much of a difference.

~ Assessment modifications for spring 2014, I am planning to provide more detailed handouts and concentrating more on the online site MyServSafe.com. With the addition of ServSafe videos and also have them available during the course of the semester on the student portal as a continuous support for student success. This, I hope, will improve their knowledge in Sanitation and raise the benchmark to 90%.

ASSESSMENT ANALYSIS FOR MANAGING CATERING OPERATIONS FSMGMT 110

- REPORT FROM SPRING 2013 TO FALL 2013

Spring 2013 assessment analysis Chef Eguaras students did well but some misunderstood the assignment. The benchmark for passing was set at 70% and students averaged at 86%.

Fall 2013 assessment analysis Chef Eguaras overall criterion of the rubric posed no challenge; assessment had positive results with opportunity for improvement. Students did not have any difficulty understanding the project requirements at all. Some students did not show up and participate but other than that they did a great job. Benchmark was met with 98%. This is a significant 12% improvement especially since we actually did a “project based learning” event.

~ Assessment modification this spring 2014, I am planning to provide more detailed handouts and concentrating more on providing more catering videos and using TED Ed Classroom to enhance student learning. With the addition of more project based learning events, catering students will have a better grasp of the subject matter. No immediate or major recommendations but improvement of handouts and videos are needed.

ASSESSMENT ANALYSIS FOR DINING ROOM PRESENTATION 104

- Report for Spring 2014 and Fall 2014

Implement additional mock training techniques for advanced service incorporating additional assessments for each module, syllabus will be adjusted as class meets twice per week. For spring 2014, wine beverage service techniques will be an addition to the class schedule/syllabus including basic wine varietals, temperatures, service and complexity. Starting fall 2014, A National Restaurant Association Educational Foundation, Beverage Service exam will be administered as part of the mid-term,
students must achieve 75% or better for a passing grade. An overview of the new self-checking rubric(s) for each category describing assessments and outcomes will be covered. Examples of complete and well organized resource files are accessible in our Resource Center for use of students when compiling resources.

(2) How have the findings led to improved student learning and the achievement of the college mission?

All course and program learning outcomes are tied to one or more of the seven Institutional outcomes and monitored for congruency, viability and relevancy. Currently, several Certificates and Degrees are in process of updates and revisions.

In particular, our Food Management Production Services and Related Technologies, Associate of Arts degree transition change to Culinary Arts Associate of Arts degree, Culinary Arts Certificate of Achievement, Restaurant Management Associates of Arts degree, Restaurant Management Certificate of Achievement, Baking and Patisserie Certificate of Achievement and Wine Studies Certificate of Achievement. Please see above and Attachments.

5. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence.)

Agenda Department Meeting September 6, 2013
Food Service Management/Culinary Arts Advisory meeting October 7, 2013
SLO Summit October 11, 2013
Department Meeting November 22, 2013

Will post in Department Fall 2013 Notes

6. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

Yes, Our Food Service Management/Culinary Arts Advisory meeting was held on October 7, 2013. Also, an industry survey was developed for our New Culinary Arts Curriculum; the contact list currently consists of 140+ Industry Sector contacts.

Food Service Management/Culinary Arts Advisory Meeting ~ October 7, 2013
Will post in Department Fall 2013 Notes

7. What resource requests are planned as a result of the assessments?

Professional Studies will post 2 Full Time Tenure Track Positions Spring 2014
Commencing Fall 2014

- Family Consumer Studies
- Culinary Arts Chef Instructor
  
  1 Additional Instructional Assistant for Culinary Arts  Spring 2014
  1 Catering Coordinator (position currently vacant) Spring 2014

  Schedule Final Training Module for the Eatec ~ Agilysis Software Operating System
  - Culinary Arts Institute Building

Departmental workshops and seminars regarding SLOs/PLOs/ILOs for all Faculty

8. Have the assessment results been posted on the online system?

Currently all assessments are posted on the Online System.

Written responses to these questions are due by e-mail to the SLO Coordinator Pat Flood by Tuesday, January 21, 2014.