FALL 2012 SLO/PLO ASSESSMENT REPORT

Date: January 2, 2013

Name of Person Reporting: Louis Zandalasini Chair

Name of Department and/or Discipline: Professional Studies ~
Family Consumer Science w/Gerontology, Food Service Management/Culinary Arts &
Interior Design

1. What courses/certificates/programs have you assessed this past semester?
FSM 50 (2 sections), FSM 100, 101am, FSM 101pm, FSM102am, FSM 102pm, FSM 108,
FSM 110, FSM 225, FSM 325, ID 105, ID 113, FCS 21 (3 sections)

2. Summarize the analysis of your assessment results for courses in your area.
Food Service Mgmt. / Culinary Arts: The analyses of the assessments for the fall
semester 2012 were favorable, only a few students misunderstood the assignments.
Students diligently completed course work outlined in the syllabus and course outline
successfully throughout the semester. Quizzes, Written Examinations as well as
Projects, Practical Examinations, and Assignments ensured the students were gaining
knowledge and the ability to apply the knowledge successfully.

One example:
Students were assigned a market basket and a 60 minute time frame to utilize skills
learned during the course of the semester. Students were required to apply cutting
techniques (Julianne, Batonnet, Brunoise, Small dice, Medium dice, or Tourne).
Minimum of three cooking methods on the final plate; and to prepare a basic sauce
(Veloute “mother sauce”) and garnish.

- Students were analyzed on the following criteria:
- Student readiness prior to begin task “Mise en Place”
- Sanitation and Safety: sanitizer pail on table, proteins properly iced or
  refrigerated
- Correct posture when using knife for cutting skills
- Correct tools utilized when applying cooking skills
- Understanding of basic terminology when asked, “What type of cutting technique
  are you preparing.”
- Completion of task on time
FSM 50 ~ Sanitation and Safety Course: Students competency will be tested and evaluated by the Instructor through exams, projects which include facility and operational inspections and the successful completion of the National Restaurant Association of the Educational Foundation, National exam at 75% or better which earns a national certification in Sanitation & Safety, as well as a Food Handlers Permit from the Los Angeles County Health Department.

Interior Design 105 Textiles and Interior Design 113 Internship: Overall students did exceptionally well this semester in both courses. The above average students attended class each week, took excellent notes, understood class lecture and applied the results to their course learning experience. The students that were average or below average were poor attendees to class, turned in homework late, did not have notes to study, as they were not in attendance and did not obtain missed class information in order to succeed in particular areas of learning.

Family Consumer Science 21 Nutrition: (online course) several students did have difficulty accurately measuring and recording food intake. This is a skill that takes some practice. All students were able to utilize the computer program in input their data correctly. Some students did not include the actual food diaries with their projects; however this will be emphasized more when explaining the project. Some students found that the food they consumed were not in the Diet Analysis Plus computer program so this affected the accuracy of their analysis. Another challenge some of the students had was in determining their personal Daily Values and percent calorie distribution. This requires mathematical calculations and some of the students were confused on how to perform the calculations even though it was demonstrated in class.

(Classroom course) Aside, not having projects in possession at the time of the assessments makes it difficult to specifically analyze the criteria in the rubric. It would be helpful at the time of assessing each student to have the actual individual score for that student calculated and visible on the page of the student’s assessment instead of the total average of the students already assessed.

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

Results of assessments have been continuously shared and discussed among the members of the departments throughout the semesters. Several one-on-one conferences with the department chair, vice chair and fellow instructors have been held during the semester. Correspondence on assessments also included emails and web
posts daily. We have realized that communication is the key to individual student success. Results of assessments have been shared through many informal meetings 8/27/12 – 12/11/12 (no minutes recorded), several Department Meetings attached and during our Flex Day held this past August.

Faculty have discussed career options with students and explored higher education opportunities. Students have requested additional nutrition classes to expand their knowledge. Faculty will explore curriculum possibilities to expand offerings.

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

We unfortunately had to move our November 30th Advisory Meeting up to spring 2013, for all three departments. Reports for the CTE (Career Technical Education) grant have been posted for the first and second quarter.

5. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make? (Please provide dates, description of changes, and person responsible.)

On December 7, 2012, Chef Gilligan and I discussed the possibility of applying a fair and equitable grading curve for the pm sections of FSM 101 & FSM 225. We decided that because of the use of new and more difficult grading criteria this semester (pilot), student’s assessments were slightly lower than the students were used to in previous semesters. Students were concerned that their overall GPA may suffer as a result. So the decision was made to implement a fair and equitable grading curve of the final grades for both sections.

Regarding Sanitation & Safety, it is very important to the viability of this course that the education remain current in both state and federal issues regarding food borne illness, sanitary equipment conditions and proper customer service. Therefore, faculty members of the Culinary program keep up to date with current FDA state and federal requirements, recommendations and standards.

Regarding Nutrition, if there were additional white boards in the classrooms on the side walls, better demonstrations and explanations could be given to students and it would enable all of the students to better visualize certain demonstrations given during lecture. More white boards are needed that are visible by the entire class. Because of a
design flaw and the way the classrooms were designed (new building) the entire class cannot see the white boards at the same time. Because of this, instructors are not able to properly explain or demonstrate information needed for projects (the projection screen automatically comes down over the white board). We are having two white boards installed over this Winter Intersession to alleviate some issues within our larger classrooms.

It would be helpful to have tutors in the LRC (Learning Resource Center) who are familiar with dietary projects and who can help the students with inputting data into the computer program, as well as the mathematical calculations and written evaluations.

The a/v equipment needs to be properly maintained on a weekly basis as instructors rely heavily on power point presentations as a method of delivery for the class content. As a result all instructors using the smart classrooms will be trained on proper use.

Regarding Interior Design, Due to our expansion on campus this particular class is currently held in a bungalow; as result computers, etc, need to be updated in the classroom to keep up with the student learning needs. In the internship class, we will be implementing pre-requisites (for all Interior Design classes) especially before students can enroll in ID 113. We will update curriculum accordingly, and meet with the work environment committee to resolve updating the computer systems.

I plan to have a Discipline meeting with all departments (mini flex day) the first week of our spring semester to clarify the importance of SLOs and ILOs especially with regard to assessments.

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

Students enrolling in an online class must first pass a pre-requisite exam that displays computer knowledge and expertise. Many students who enroll lack this experience which makes it very difficult for them to be successful in this kind of learning environment. Instructors have to spend a great deal of time assisting students in computer skills. Many students also lack mathematical skills to complete assignments that expect them to calculate percentages. Online tutors would be greatly helpful for these students. As a result of this, curriculum will be revisited to update the pre-requisites for the Nutrition online class. We plan to discuss this as an agenda item for the FCS Advisory Committee.
As mentioned in item #5, the white boards are located under the projection screen and in order to demonstrate the screen must be raised and students in the extended classrooms cannot see the white board unless they get up from their seats. 2 full sized white boards will be installed back to back on one of the side walls in the classroom for spring 2013; the other large classroom will have 2 full sized white boards installed and ready for the fall 2013 semester.

For safety a phone has been requested in the classroom, along with additional space for adjunct faculty, and a larger lab for the Interior Design modules. Wheel chair accessibility is limited and hard to navigate through the bungalow to work on projects in the Textiles class. We are addressing these requests as we look forward to moving into the new Fine Arts Center in 2014.

Regarding Culinary, Resource requests are planned as a result of the assessments from fall 2012 for spring 2013 is to implement an amazing resource tool provided by John Wiley & Sons publishers of the text book Professional Cooking 6th ed. by Wayne Gisslen. Resources for “Wiley Plus” grants student access upon the purchase of the textbook through password access to the website containing student support pages. Some of the tools available with “Wiley Plus” include online tutorial videos, practice quizzes, student activity assignments, and flash cards along with innovative ways to apply practical knowledge, recipes, recipe yield calculations, glossary of terminologies, and much more. As a result “Wiley Plus” will be implemented in many of culinary courses in the spring.

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

Yes, most if not all assessment results have been uploaded. Any questions, comments or concerns regarding these assessments results can be brought directly to me via email at zandalli@lamission.edu or by phone (818) 364-7849