

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: CUL100
 Course Title: Introduction to Culinary Industry
 Division/Department Codes: Business and Technology/Culinary Arts and Hospitality Management
2. Semester assessment was conducted (check one):
☒ Fall 2011
☐ Winter 20__
☐ Spring/Summer 20__
3. Assessment tool(s) used: check all that apply.
☐ Portfolio
☐ Standardized test
☐ Other external certification/licensure exam (specify):
☐ Survey
☐ Prompt
☐ Departmental exam
☐ Capstone experience (specify):
☒ Other (specify): Individual Project
4. Have these tools been used before?
☐ Yes
☒ No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed and the total number of students enrolled in the course. The assessment conducted was of 16 of 22 students present representing over 75% of assessed.
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*
 The students self selected when they presented their projects (random). Not all students scheduled to present were assessed due to shortage of time. However, more than 50% of students present were assessed as per assessment recommendation.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment. There is no previous assessment for comparison.
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

Outcome #1: Research, analyze and synthesize an industry concept or issue and present finding to class.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.):*

75% of Students will score 75% or higher.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment. Overall student performance*

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COURSE ASSESSMENT REPORT

Standard of success to be used for this assessment: 75% of students will score 75% or higher. Sample size was 16 students.

To achieve this standard, 12 students must rate 3 or 4 on the presentation. The results of the assessment scores show the collective scores of students scoring 3 or 4 is 80 of 96 total overall collective points of 83.3% meaning students exceeded desired minimum outcome of 75%.

- **Organization** -15 of 16 (94%) students scored in desired outcome area ratings of 3 or 4.
 - **Subject knowledge** -14 of 16 (88%) students scored in desired outcome area ratings of 3 or 4.
 - **Graphics** PowerPoint (PPT-Supporting Technology) -16 of 16 (100%) students scored in desired outcome area ratings of 3 or 4.
 - **Mechanics**- 16 of 16 (100%) students scored in desired outcome area ratings of 3 or 4.
 - **Presentation Skills** –Eye Contact- 7 of 16 (44%) students scored in desired outcome area ratings of 3 or 4, a failed assessment area.
 - **Elocution**- 12 of 16 (75%) students scored in desired outcome area ratings of 3 or 4, at minimum desired threshold.
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Students scored above baseline percentile of 75% in five of six categories assessed. Students showed more strength in the hard skills areas of: Organization, Subject Knowledge, Graphics and Mechanics and one soft skill area of Presentation Skills.

Weaknesses: Students need guidance and training with regard to soft skills areas of Presentation Skills (Eye Contact) and Elocution. Although student overall scores in the soft skills areas of Presentation Skills and Elocution was still collectively among the desired baseline proficiency threshold, the individual score rating for Presentation Skills was considerably lower than assessed hard skills areas as defined above. It would be of benefit to students if lower scoring areas were addressed in the classroom setting in anticipation of measurable student development, achievement and success. Although the lower scoring areas were not related to subject knowledge and content, this assessment process has drawn attention to low performing areas core to overall skills necessary for student's success in the classroom and in workforce.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

Although all students assessed met or exceeded assessment target percentiles as stated as the measurable goals for this assessment, it would be prudent to address weak areas identified from this assessment. Addressing these weak areas would benefit the student in skill development so students can actualized these skills in later required coursework in the program. This would be particularly true for students who seek the Culinary pathway verses the Hospitality pathway. Culinary pathway students see little to no relevance in presentation skills whereas Hospitality pathway students' clearly see relevance and can easily make connections in being proficient in presentation skills. For Culinary students, the need for presentation skills (hard and soft skills) are more important now than ever before with today's demanding consumer. Therefore, discussion should be considered that *general education requirements are satisfied in the areas of, or a strong recommendation be made for, prerequisites in CIS and Speech courses should be taken prior to enrollment in CUL100. To support this recommendation for prerequisites, having the instructor for CUL100 devote class time to instruct students in presentation skills would not be equitable to other students who have already taken the recommended prerequisites and/or have the required skills be duly noted.

(*The exception would be students seeking a certificate, CUL100 is required for both Certificate and Degree seekers.)

COURSE ASSESSMENT REPORT

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. ☐ Outcomes/Assessments on the Master Syllabus

Change/rationale:

b. ☐ Objectives/Evaluation on the Master Syllabus

Change/rationale:

c. ☒ Course pre-requisites on the Master Syllabus

Change/rationale:

For students seeking a two-year degree, it is recommended that they take their general education requirements in CIS and Speech prior to enrollment in CUL100. By doing so, student learning will be reinforced (scaffold) and result in higher student scores and satisfaction. Often students without prior presentation skills enroll in this class and struggle with this assignment with regard to the technology requirement along with the presentation aspect (as shown in low scores in soft skill area). As stated previously, students will be expected to present regularly as a future manager/owner of a hospitality establishment.

d. ☐ 1st Day Handouts

Change/rationale:

e. ☒ Course assignments

Change/rationale: Add a lesson on creating and presenting dynamic presentations specifically focusing on the soft skills area where student's outcomes rated lower than determined 75% outcome threshold to deficient.

f. ☐ Course materials (check all that apply)

☐ Textbook

☐ Handouts

☒ Other: Additional lesson time on creating PPT's and giving quality presentations to deliver information. Have a guest speaker if class timeframe and resources allow however, not likely due to course load and requirements of off-site tours, therefore limited time for technology training and presentation skill development should be addressed with prerequisite courses of CIS and Speech.

g. ☐ Instructional methods

Change/rationale:

h. ☐ Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? Winter 2012

IV. Future plans

- Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. The assessment rubric used assessed five key areas; Organization, Subject Knowledge, Graphics (Visual Aids include but not limited to PowerPoint/Keynote/Adobe/Other Presentation Software), Mechanics, Presentation Skills (Eye Contact) and Elocution. Although the overall desired outcome of assessment threshold of 75% or higher was achieved, it is clear in low scoring areas that students need additional support (or prerequisite coursework) to increase success rates in the future.
- If the assessment tools were not effective, describe the changes that will be made for future assessments. Not applicable.

COURSE ASSESSMENT REPORT

3. Which outcomes from the master syllabus have been addressed in this report?

All _____ Selected X

If "All", provide the report date for the next full review: _____.

If "Selected", provide the report date for remaining outcomes: _____ Fall 2012 / Winter 2013 _____.

Submitted by:

Print: ABoss Signature [Signature] Date: 1/23/12
Faculty/Preparer

Print: Jan M. Herken Signature [Signature] Date: 1-23-12
Department Chair

Print: Tramaine Wilson Signature [Signature] Date: 1/26/12
Dean/Administrator