



# UNIVERSITY OF ARKANSAS PULASKI TECH

## Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

**Other Assessment Considerations:**

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10<sup>th</sup> falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

**Part A: Identification and Assessment Plan**

1. Name of program: CAHMI 3D Program
2. Name of individual compiling report: Ashley Bell
3. Date of submission: 10/1/2019
4. Is the assessment plan (**Check one**)

☐ an initial plan for the program

☒ a revision of an old plan

☐ unaltered from previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

*3D is defining the dimensions of diversity in our community and beyond by providing access to high quality education that promotes student learning and enables individuals with intellectual/developmental disabilities to develop to their fullest potential through unique, targeted programs for business and industry.*

## Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. Students will demonstrate growth in Independent Living Skills (self-determination)	N/A	American Culinary Foundation (ACF) Competencies 1) Uniform and 2) Safety/Sanitation
2. Students will participate in an academically enriched environment. (academics)	N/A	ACF Competencies 3) Knowledge and 4) Organization
3. Students will be active members of the college campus. (campus membership)	N/A	ACF Competencies 5) Professionalism and 6) Dependability
4. Students will gain experience leading to competitive employment. (employability)	N/A	ACF Competencies 7) Performance and 8) Product and Service
Program Learning Objectives	Course	Assessment Method and/or Data Source
1. Students will demonstrate job readiness by creating a working portfolio to address self-determination through evidence of uniform and safety/sanitation practices.	3D Intro to Hospitality	Portfolio Artifacts a) Uniform inspection b) Uniform presentation
2. Students will demonstrate job readiness by creating a working portfolio to address self-determination through evidence of uniform and safety/sanitation practices.	3D Sanitation	Portfolio Artifacts a) Safety/Sanitation Inspection b) Safety/Sanitation Presentation
3. Students will demonstrate job readiness by creating a working portfolio to address academic enrichment through evidence of knowledge and organization.	3D Core Classes and TCE Classes	Portfolio Artifacts a) Pages of Pride Student artifacts for section 3 will originate from various 3D Core Courses and Traditional Course Experiences. Artifacts may include recipes, techniques, pictures, videos, special recognition, newspaper clippings, written reports, or anything else that demonstrates a skill you are proud to have learned.
4. Students will demonstrate job readiness by creating a working portfolio to address academic enrichment through evidence of knowledge and organization.	3D Core Classes and TCE Classes	Portfolio Artifacts a) Pages of Pride Student artifacts for section 4 will originate from various 3D Core Courses and Traditional Course Experiences. Artifacts may include photos of workstation organizations, videos of the student working, written reports, or anything else that demonstrates an understanding of the importance of organization.

5. <i>Students will demonstrate job readiness by creating a working portfolio to address campus involvement through evidence of professionalism and dependability.</i>	3D Core Classes and TCE Classes	<b>Portfolio Artifacts</b> a) Professional References Student artifacts for section 5 will originate from various 3D Core Courses and Traditional Course Experiences. Artifacts should include your resume and a letter of reference from an individual with whom you have worked during your 3D experience.
6. <i>Students will demonstrate job readiness by creating a working portfolio to address campus involvement through evidence of professionalism and dependability.</i>	3D Core Classes and TCE Classes	<b>Portfolio Artifacts</b> a) Volunteering Student artifacts for section 6 will originate from various volunteer experiences. Artifacts should demonstrate student dependability during participation in two separate experiences. Students can demonstrate their participation with a picture, a menu, a newspaper clipping, or any other artifacts that show the breadth and depth of the social experience.
7. <i>Students will demonstrate job readiness by creating a working portfolio to address Career Development through evidence of high quality performance and product.</i>	3D Core Classes and TCE Classes	<b>Portfolio Artifacts</b> a) Self-Evaluations Student assessments for section 7 will be completed daily and reviewed weekly in advising meetings. Students receive 10 points per week for attendance, 10 points per week for performance. The advisor will work with the student to review self-evaluations to make a determination of the appropriate grade.
8. <i>Students will demonstrate job readiness by creating a working portfolio to address career development through evidence of high quality performance and product.</i>	3D Core Classes and TCE Classes	Student assessments for section 8 will be conducted by faculty per individualized Student Learning Contracts (SLC) for each Traditional Course Experience (TCE). Assessments will be archived in the portfolio throughout program completion.

- For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

*We use survey monkey to assess Co-Curricular Learning Outcomes. These surveys are given to all participants (Students (traditional and 3d) and Community Members) and are specific to the sampler.*

- Describe the process of analyzing the assessment data for the last academic year.

**I.1)** 3D faculty and staff will record analyze the uniform inspection scores using a common rubric focusing on uniform standards in the culinary and hospitality industry. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester, faculty will conduct a second norming workshop and analyze the results.

**I.2)** 3D faculty and staff will record and analyze the uniform presentation scores using a common rubric focusing on operations, standards, and career options in the culinary and hospitality industry. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester, faculty will conduct a second norming workshop and analyze the results.

**II.1)** 3D faculty and staff will record and analyze the sanitation inspection scores using a common rubric focusing on sanitation practices in the culinary and hospitality industry. Norming workshops will be held before and after the mid-term, in preparation for the final

observation. At the end of the semester, faculty will conduct a second norming workshop and analyze the results.

**II.2)** 3D faculty and staff will record and analyze the sanitation presentation scores using a common rubric focusing on understanding the types, causes, and prevention of food-borne illness in the culinary and hospitality industry. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester faculty will conduct a second norming workshop and analyze the results.

**III)** 3D faculty and staff will record and analyze knowledge portfolio artifacts using a common rubric focusing on expectations of the following academic enrichment outcomes: demonstrating awareness; knowledge; selection and use of terminology ingredients, and skills; and the principals and concepts of Traditional Course Experiences of the Culinary Arts and Hospitality Management Institute. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester, faculty will conduct a second norming workshop and analyze the results.

**IV)** 3D faculty and staff will record and analyze organization portfolio artifacts using a common rubric focusing on expectations of the following academic enrichment outcomes: demonstrating an understanding of system, sense of urgency, preparedness, working clean, and following directions in the Traditional Classroom Experiences of the Culinary Arts and Hospitality Management Institute. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester faculty will conduct a second norming workshop and analyze the results.

**V.1)** 3D faculty and staff will record and analyze professionalism portfolio artifacts using a common rubric focusing on creating a working portfolio to address campus involvement as evidenced by a resume. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester faculty will conduct a second norming workshop and analyze the results.

**V.2)** 3D faculty and staff will record and analyze professionalism portfolio artifacts using a common rubric focusing on creating a working portfolio to address campus involvement as evidenced by the supporting reference letter. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester faculty will conduct a second norming workshop and analyze the results.

**VI)** 3D faculty and staff will record and analyze dependability portfolio artifacts using a common rubric focusing on creating a working portfolio to address campus involvement as evidenced by securing the following campus event volunteering details: the event, transportation, the point person, the evidence of participation. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester faculty will conduct a second norming workshop and analyze the results.

**VII)** 3D faculty and staff will record and analyze attendance and performance scores correlating with student self-evaluations. Student-reported glows and grows in standards in the culinary and hospitality industry will be recorded anecdotally. At the end of the semester, faculty will analyze the results.

**VIII)** 3D faculty and staff will record and analyze the Product/Service MFSE inspection scores using a common rubric focusing on high quality performance and product in 3D Core Classes

and Traditional Classroom Experiences. Norming workshops will be held before and after the mid-term, in preparation for the final observation. At the end of the semester, faculty will conduct a second norming workshop and analyze the results.

4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
<ol style="list-style-type: none"> <li>1. <i>1.Students will demonstrate job readiness by creating a working portfolio to address self-determination through evidence of uniform practices.</i></li> </ol>	<div data-bbox="813 751 1271 846" style="background-color: yellow;"> <p><b>Other - 1.1) Uniform Inspection - HOSD 0301: Intro to Hospitality. All students will complete the assessment measure.</b></p> </div> <div data-bbox="813 888 1239 1014" style="background-color: yellow;"> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> </div> <div data-bbox="813 1056 1157 1119" style="background-color: yellow;"> <p><b>"Other" Measure Type:</b> Direct - Observation/Inspection</p> </div> <div data-bbox="813 1161 1276 1188" style="background-color: green;"> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> </div> <p><b>Conclusion:</b> Assessment Goal/Threshold Met Instruction and assessment measures to ensure uniform standards seems strong. 100% of students met or exceeded uniform expectations.</p> <p><b>Analysis of Results:</b> The newer cohort had more students exceeding expectations than the second year cohort. We could say this is because reinforcement of uniform expectations through cohesive instructor/supporter communication exists with the 2018 cohort. Also, we could say Cohort 2018 had more students exceeding expectations because more time elapsed between second year cohorts' intro to hospitality class and first years' intro to hospitality class. Also, Cohort 2018 was assessed more often and rigorously as part of their first year course training in intro to hospitality through uniform inspections. As</p>



	<p>a whole, daily self- evaluations may have contributed to the high success rate in uniform standards.</p> <p><b># of Traditional Students Assessed:</b> 14  <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b>  Results show some room for growth in rigor. Team will edit uniform inspection rubric to ensure uniform expectations are clear and specific. Team will review uniform assessment timelines and weights of each assessment value to ensure student engagement, accountability, and employability success. Team will need to make sure inspections continue frequently throughout program to reinforce expectations and prevent digression in uniform knowledge and expectations. Time and space to teach and assess this competency may require a portfolio class for each cohort each semester. Add New Uniform Inspection Rubric AND new uniform inspection assessment (given to students) to repository as soon as we get it edited. (05/10/2019)</p> <p><b>Reporting Period:</b> 2018 - 2019 03/04/2019  <b>Conclusion:</b> Assessment Goal/Threshold Met  For the Midterm Uniform Inspection grade, students were assessed by a a uniform inspection and a field trip reflection. The results are as follows: 75% of students meet the expectations of the learning goal; 0% of students exceeded the expectations of the learning goal, and 25% of students are approaching the learning expectations for uniform requirements.</p> <p><b>Analysis of Results:</b> Alignment of the learning goals for the Intro to Hospitality goal and the uniform inspection requirements need refining for clarification. The team concludes all students should have a uniform assessment each semester to ensure proficiency and/or growth throughout the program. Currently, the uniform competency is most thoroughly tested and</p>
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	<p>documented during the first semester of the program in the Intro to Hospitality class and is revisited throughout the program in the MFSE rubrics. However, after reviewing the scores for this competency and observing sanitation errors from more experienced cohorts in 3rd and 4th semester classes, assessing the competency each semester and evaluating the students' performances through uniform checklists (and using these as portfolio artifacts) each semester may provide more valid representations of Self-Determination competencies.</p> <p><b># of Traditional Students Assessed: 8</b>  <b># of Traditional Students Who Successfully Completed Assessment: 8</b></p> <p><b>Continuous Improvement Action Plan:</b>  Clarify the alignment of the learning goals of Intro to Hospitality to the uniform inspection. Determine clear learning outcomes for the intro to hospitality class that meet the intended outcomes of an intro to hospitality class and the uniform competency of the 3D program's self-determination objective (possibly have the students evaluate one of employees of our field trip locations using the uniform inspection document after they themselves have been inspected many times.) Reassess ILS Faculty job description to ensure ownership of the self-determination competencies (Uniform and Sanitation) and to ensure the competencies are taught, assessed, evaluated, and added to the students' portfolios each semester. Time and space must be provided to the students and the ILS instructor to effectively teach and assess this competency. (03/04/2019)</p> <p><b>Direct - Presentation - 1.2) Uniform Presentation - HOSD 0301: Intro to Hospitality. All students will complete the assessment measure. (Active)</b></p> <p><b>Assessment Goal/Threshold: 75% of students will receive meets or exceeds</b></p>
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	<p>expectations according to the common rubric.</p> <p><b>Reporting Period: 2018 - 2019 05/10/2019</b></p> <p><b>Conclusion:</b> Inconclusive We do not have results for the presentation portion of this competency because the presentation is given in the first semester of the first year of the program in the Intro to Hospitality class,. The team agrees that the program learning outcome "self determination" and how it relates to uniform practices in the hospitality industry should be assessed each semester of the program.</p> <p><b>Analysis of Results:</b> We do not currently assess this portion of self determination in semesters 2, 3, and 4 because students do not have a 3D only class for faculty to instruct, reinforce, and assess the portfolio (3D Program Learning Outcomes) past semester 1.</p> <p><b># of Traditional Students Assessed: 0</b> <b># of Traditional Students Who Successfully Completed Assessment: 0</b></p> <p><b>Continuous Improvement Action Plan:</b> Create the curriculum for a semester 2, 3, and 4 3D Only class for each Cohort (2 cohorts per year). Possibly assess this portion of the self-determination requirement (professional roles and responsibilities in the fields of culinary, baking, and hospitality in relation relation to uniform) through case studies of peers studying in each of the three fields. Revise Portfolio Rubric and Assessment rubric for the presentation portion of the competency and upload to the related document repository. 05/10/2019</p> <p><b>Reporting Period: 2018 - 2019 03/04/2019</b> <b>Conclusion:</b> Assessment Goal/Threshold Met The 3D Learning Outcome of Uniform was assessed in the Intro to Hospitality Final. Students were to compare and contrast the employee professional uniforms of occupations in differing hospitality sectors. The results of the final assessment are as follows: 13% of students assessed meet</p>
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	<p>the intended learning outcome; 25% of the students assessed are approaching the expectations of the learning outcome; 62% of the students exceed the expectations of the learning outcome.</p> <p><b>Analysis of Results:</b> The student approaching expectations may need to revisit the course objectives. Opportunities to express the knowledge learned in the class should stay project-based since 62% of the students exceeded expectations.</p> <p><b># of Traditional Students Assessed:</b> 8  <b># of Traditional Students Who Successfully Completed Assessment:</b> 8</p> <p><b>Continuous Improvement Action Plan:</b>          Provide UDL training for Lead Faculty and/or any faculty teaching this class to provide students multiple means of engagement, representation, and action &amp; expression of the different vast number of jobs and uniform types in the hospitality industry. (03/04/2019)</p>
<p>2. <i>2.Students will demonstrate job readiness by creating a working portfolio to address self-determination through evidence of safety/sanitation practices.</i></p>	<p><b>Other - 2.1) Sanitation Inspection - CULD 0301: Sanitation.</b> All students will complete the assessment measure. (Active)</p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> <p><b>"Other" Measure Type:</b> Direct - Observation/Inspection</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Met</p> <p>Instruction and assessment measures to ensure sanitation standards seems strong. 100% of students received meets or exceeds expectations.</p>

	<p><b>Analysis of Results:</b> The newer cohort had more students exceeding expectations than the second year cohort. We could say this is because reinforcement of sanitation expectations through cohesive instructor/supporter communication exists with the 2018 cohort. Also, we could say Cohort 2018 had more students exceeding expectations because more time elapsed between second year cohorts' sanitation class and first years' sanitation class. Also, Cohort 2018 was assessed more often and rigorously as part of their first year course training in sanitation through sanitation inspections. As a whole, daily self-evaluations may have contributed to the high success rate in sanitation standards.</p> <p><b># of Traditional Students Assessed:</b> 14  <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b>  Results show some room for growth in rigor. Team will edit sanitation inspection rubric to ensure sanitation expectations are clear and specific. Team will review sanitation assessment timelines and weights of each assessment value to ensure student engagement, accountability, and employability success. Team will need to make sure inspections continue frequently throughout the program to reinforce expectations and prevent digression in sanitation knowledge, practices, and expectations. Time and space to teach and assess this competency may require a portfolio class for each cohort each semester. Add New Sanitation Inspection Rubric AND new Sanitation inspection assessment (given to students) to repository as soon as we get it edited.  05/10/2019</p> <p><b>Reporting Period:</b> 2018 - 2019 02/14/2019  <b>Conclusion:</b> Assessment Goal/Threshold Met  100% of students exceeded expectations according to the common rubric.</p> <p><b>Analysis of Results:</b> The eight students were assessed with a sanitation checklist while setting up/prepping kitchen, cooking,</p>
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	<p>and cleaning kitchen in their 3D Food I class. All 8 students passed the inspection with a 96% score or higher. 6 students received a score of 100% on the assessment. The team concludes all students should have a sanitation assessment each semester to ensure proficiency and/or growth throughout the program. Since the assessment happens during our 3D Sanitation class which is required for each new cohort in their fall semester, results have traditionally been taken down into the portfolio and left for the duration of the program. After reviewing the scores for this assessment and observing common sanitation errors from more experienced cohorts in 3rd and 4th semester classes, the team concludes it should assess this competency each semester for a more genuine representation of students' sanitation practices and ensure the sanitation expectations for the Self-Determination 3D Program Objective.</p> <p><b># of Traditional Students Assessed: 8</b>  <b># of Traditional Students Who Successfully Completed Assessment: 8</b></p> <p><b>Continuous Improvement Action Plan:</b>  Reassess ILS Faculty job description to ensure ownership of the self-determination competencies (Uniform and Sanitation) and to ensure the competencies are taught, assessed, evaluated, and added to the students' portfolios each semester. Time and space must be provided to the students and the ILS instructor to effectively teach and assess this competency each semester and not just in the first semester of each new cohort. Sanitation inspections should happen program-wide each semester in addition to being observed and evaluated during MFSEs. Maybe pick one of the labs for each of the students each semester to give sanitation inspections?? (03/04/2019)</p> <p><b>Direct - Presentation - 2.2) Sanitation</b>  <b>Presentation - CULD 0301: Sanitation. All</b></p>
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	<p>students will complete the assessment measure.</p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Inconclusive We do not have results for the presentation portion of this competency because the presentation is given in the first semester of the first year of the program in the Sanitation class,. The team agrees that the program learning outcome "self-determination" and how it relates to sanitation practices in the hospitality, culinary, and baking fields should be assessed each semester of the program.</p> <p><b>Analysis of Results:</b> We do not currently assess this portion of self-determination in semesters 2, 3, and 4 because students do not have a 3D only class for faculty to instruct, reinforce, and assess the portfolio (3D Program Learning Outcomes) past semester 1.</p> <p><b># of Traditional Students Assessed:</b> 14 <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b> Create the curriculum for a semester 2, 3, and 4 3D Only class for each Cohort (2 cohorts per year). Possibly assess this portion of the self-determination requirement (professional roles and responsibilities in the fields of culinary, baking, and hospitality in relation to safety/sanitation practices) through case studies of peers studying in each of the three fields. Revise Portfolio Rubric and Assessment rubric for the presentation portion of the competency and upload to the related document repository. (05/10/2019)</p>
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	<p><b>Reporting Period:</b> 2018 - 2019 02/14/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Met 88% of students received meets or exceeds expectations. One student is approaching expectations.</p> <p><b>Analysis of Results:</b> The team concludes that the variety of scores for this assessment indicates an acceptable amount of rigor. The team also suggests the one student who is approaching expectations might consider revisiting the concepts of the course and/or retaking Sanitation.</p> <p><b># of Traditional Students Assessed:</b> 8 <b># of Traditional Students Who Successfully Completed Assessment:</b> 8</p> <p>2/14/19- NO continuous improvement action plan determined.</p>
<p>3. <i>3.Students will demonstrate job readiness by creating a working portfolio to address academic enrichment through evidence of knowledge. .</i></p>	<p><b>" Other - 3) Knowledge: Pages of Pride - *HOSD 0326: Practicum. All students will complete the assessment measure. (*While artifacts are collected throughout program participation, assessment occurs in final semester.)</b></p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> <p><b>"Other" Measure Type:</b> Direct - Portfolio</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Not Met 43% of students exceeded expectations where 57% of students are approaching expectations.</p> <p><b>Analysis of Results:</b> The 57% of students who exceeded expectations represents the 2017 Cohort who have completed all portfolio requirements by the end of this semester. Since 100% of this 57% exceeded expectations, we can surmise that either the rigor is not high enough and/or the artifacts were not graded correctly. In this case, the rigor according to the knowledge</p>



	<p>grading rubric is pretty good, but instructors were unable to follow the rubric due to the inability to find the space and time to teach, reinforce, and assess the clearly-defined expectations of the knowledge competency rubric.</p> <p>The 43% of students approaching expectations represents the 2018 Cohort who have only completed 50% of the program; therefore, haven't had the opportunity to gain all required portfolio artifacts. In addition, the rigor according to the "knowledge" grading rubric is sufficient, but students were only graded on a credit/no-credit basis (as were the 2017 Cohort) due to the inability to find the space and time to teach, reinforce, and assess the clearly-defined expectations of the knowledge competency rubric.</p> <p><b># of Traditional Students Assessed:</b> 14  <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b>          Develop curriculum for a second, third, and fourth semester portfolio class that gives instructors the time and space to teach, reinforce, and properly assess the clearly-defined expectations of the knowledge competency rubric. 05/10/2019</p> <p><b>Reporting Period:</b> 2018 - 2019 02/19/2019  <b>Conclusion:</b> Inconclusive          13% of students meet or exceed expectations according to the common rubric.  <b>Analysis of Results:</b> Results will be reviewed again at the end of the year. Compatibility issues exist with the data reporting systems in place (blackboard) and the way the 3D program is assessed.</p> <p><b># of Traditional Students Assessed:</b> 15  <b># of Traditional Students Who Successfully Completed Assessment:</b> 2</p> <p><b>Continuous Improvement Action Plan:</b>          Grade Knowledge portfolio artifacts using rubrics in the 3D Assessment Plan. Confer with the offices of Registrar, Financial Aid,</p>
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	and/or Institutional Research to address compatibility issues in data collecting and reporting. (02/19/2019)
4. <i>.Students will demonstrate job readiness by creating a working portfolio to address academic enrichment through evidence of knowledge and organization.</i>	<p><b>Other - 4) Organization: Pages of Pride - *HOSD 0326: Practicum. All students will complete the assessment measure. (*While artifacts are collected throughout program participation, assessment occurs in final semester.)</b></p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> <p><b>"Other" Measure Type:</b> Direct - Portfolio</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Not Met 43% of students exceeded expectations where 57% of students are approaching expectations.</p> <p><b>Analysis of Results:</b> The 57% of students who exceeded expectations represents the 2017 Cohort who have completed all portfolio requirements by the end of this semester. Since 100% of this 57% exceeded expectations, we can surmise that either the rigor is not high enough and/or the artifacts were not graded correctly. In this case, the rigor according to the organization grading rubric is pretty good, but instructors were unable to follow the rubric due to the inability to find the space and time to teach, reinforce, and assess the clearly-defined expectations of the organization competency rubric.</p> <p>The 43% of students approaching expectations represents the 2018 Cohort who have only completed 50% of the program; therefore, haven't had the opportunity to gain all required portfolio artifacts. In addition, the rigor according to the "organization" grading rubric is sufficient, but students were only graded on a credit/no-credit basis (as were the 2017 Cohort) due to the inability to find the space and time to teach, reinforce, and</p>

	<p>assess the clearly-defined expectations of the organization competency rubric.</p> <p><b># of Traditional Students Assessed:</b> 14  <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b>          Develop curriculum for a second, third, and fourth semester portfolio class that gives instructors the time and space to teach, reinforce, and properly assess the clearly-defined expectations of the organization competency rubric. (05/10/2019)</p> <p><b>Reporting Period:</b> 2018 - 2019 02/19/2019  <b>Conclusion:</b> Inconclusive</p> <p>1% of students meet or exceed expectations according to the common rubric.</p> <p><b>Analysis of Results:</b> Results will be reviewed again at the end of the year. Compatibility issues exist with the data reporting systems in place (blackboard) and the way the 3D program is assessed.</p> <p><b># of Traditional Students Assessed:</b> 15  <b># of Traditional Students Who Successfully Completed Assessment:</b> 1</p> <p><b>Continuous Improvement Action Plan:</b>          Grade Organization portfolio artifacts using rubrics in the 3D Assessment Plan. Confer with the offices of Registrar, Financial Aid, and/or Institutional Research to address compatibility issues in data collecting and reporting. (02/19/2019)</p>
<p>5. <i>Students will demonstrate job readiness by creating a working portfolio to address campus involvement through evidence of professionalism.</i></p>	<p><b>Other - 5.1) Professionalism: Resume -</b>  <b>*HOSD 0326: Practicum. All students will complete the assessment measure.</b></p> <p>(*While artifacts are collected throughout program participation, assessment occurs in final semester.) (Active)</p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds</p>

	<p>expectations according to the common rubric.</p> <p><b>"Other" Measure Type:</b> Direct - Portfolio</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Met 100% of students exceeded expectations according to the common rubric.</p> <p><b>Analysis of Results:</b> Learning outcomes for the professionalism competency should reflect further defined expectations.</p> <p><b># of Traditional Students Assessed:</b> 14 <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b> Resumes are created and graded in the first semester's Professionalism class. They are edited to show growth in skill and competencies in the last semester class. The two semesters in between, they are virtually untouched. Is this ok? Should we work this into a portfolio class in second and third semesters so the resume professionalism skills are reinforced? (05/10/2019)</p> <p><b>Reporting Period:</b> 2018 - 2019 02/19/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Met 100% of students meet or exceed expectations according to the common rubric.</p> <p><b>Analysis of Results:</b> As is, resumes are only graded once in the portfolio cycle. To increase rigor and improve the quality of the portfolio, resumes should be amended by the students and graded by 3D faculty each semester to more accurately represent skills, techniques, and references acquired during the program.</p>
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	<p><b># of Traditional Students Assessed: 15</b>  <b># of Traditional Students Who Successfully Completed Assessment: 15</b></p> <p><b>Continuous Improvement Action Plan:</b>          Provide space and time a few days a week for students to receive tutoring, mentoring, and instruction from 3D Program supports to adjust and resumes after they are built in Professionalism class. For maintenance and quality assurance. Maybe need to partner with the education department to find interns who need hours or create atmosphere on campus that engages and invites people to volunteer their time for reference letters and resume building.          (02/19/2019)</p> <p><b>Direct - Individual Class Project - 5.2)</b>          Professionalism: Reference Letter - *HOSD 0326: Practicum. All students will complete the assessment measure. (*While artifacts are collected throughout program participation, assessment occurs in final semester.) (Active)</p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> <p><b>Reporting Period: 2018 - 2019 05/10/2019</b></p> <p><b>Conclusion:</b> Assessment Goal/Threshold Not Met          43% of students exceeded expectations and 57% of students are approaching expectations.</p> <p><b>Analysis of Results:</b> Again, students who exceeded expectations represent the 2017 Cohort who have completed all portfolio requirements by the end of this semester. Since 100% of this 43% exceeded expectations, we can surmise that either the rigor is not high enough and/or the artifacts were not graded correctly. In this case, the rigor is not high enough, and the expectations of the learning outcome should be more clearly defined.</p> <p><b># of Traditional Students Assessed: 14</b>  <b># of Traditional Students Who Successfully Completed Assessment: 14</b></p>
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	<p><b>Continuous Improvement Action Plan:</b> The skills and attributes required to acquire a reference letter evolve as the students evolve. Therefore, a reference letter should be obtained during third semester internal internships in order to assist students with securing external internships during the practicum class in their last semester of the program. Develop a semester three 3D only class that focuses on campus membership (mentorships), internal internships, and securing external internships for semester 4. (05/10/2019)</p> <p><b>Reporting Period:</b> 2018 - 2019 02/19/2019</p> <p><b>Conclusion:</b> Inconclusive 13% of students meet or exceed expectations according to the common rubric.</p> <p><b>Analysis of Results:</b> Grade Knowledge portfolio artifacts using rubrics in the 3D Assessment Plan. Confer with the offices of Registrar, Financial Aid, and/or Institutional Research to address compatibility issues in data collecting and reporting. This competency should be graded in the final semester of the program only.</p> <p><b># of Traditional Students Assessed:</b> 15 <b># of Traditional Students Who Successfully Completed Assessment:</b> 2</p> <p><b>Continuous Improvement Action Plan:</b> As is, earning a reference letter provides this portion of the professionalism grade on the students' portfolio. To increase rigor and improve the quality of the portfolio, possibly students should meet certain requirements to earn reference letter from instructors. These requirements should be outlined on a common rubric given to the instructor and the portfolio points awarded to the student at end of program to more accurately represent skills, techniques, and references acquired during the program. (02/19/2019)</p>
<p>6. <i>Students will demonstrate job readiness by creating a working portfolio to address campus involvement through evidence of dependability.</i></p>	<p><b>Direct - Service Learning - 6)</b> Dependability: Volunteering - *HOSD 0326: Practicum. All students will complete the</p>



	<p>assessment measure. (*While artifacts are collected throughout program participation, assessment occurs in final semester.) (Active)</p> <p><b>Assessment Goal/Threshold:</b> 75% of students will receive meets or exceeds expectations according to the common rubric.</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Not Met</p> <p>57% of students were approaching expectations while 43% of students exceeded expectations.</p> <p><b>Analysis of Results:</b> Again, students who exceeded expectations represent the 2017 Cohort who have completed all portfolio requirements by the end of this semester. Since 100% of this 43% exceeded expectations, we can surmise that either the rigor is not high enough and/or the artifacts were not graded correctly. In this case, the rigor is high enough (although the learning expectations needs amendments to include the requirements in the portfolio section template) but is not graded according to the rubric due to no time and space to manage expectations.</p> <p><b># of Traditional Students Assessed:</b> 14  <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b>  Amend the rubric and make the students either write or verbalize or somehow tell you what they learned and/or did during their volunteer experience. The time and space for teaching, reinforcing, and assessing this summary of the volunteer experience should tie into the 3rd and 4th semester 3D only classes. One or both of these classes could maybe hybrid with traditional students who are seeking mentoring hours/training. The "Campus Membership" classes...?? add some of the professionalism competency requirements to the Campus Membership class as well.  05/10/2019</p>
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	<p><b>Reporting Period:</b> 2018 - 2019 02/19/2019</p> <p><b>Conclusion:</b> Inconclusive 33% of students meet or exceed expectations according to the common rubric.</p> <p><b>Analysis of Results:</b> Results will be reviewed again at the end of the year. Compatibility issues exist with the data reporting systems in place (blackboard) and the way the 3D program is assessed.</p> <p><b># of Traditional Students Assessed:</b> 15 <b># of Traditional Students Who Successfully Completed Assessment:</b> 5</p> <p><b>Continuous Improvement Action Plan:</b> Grade Volunteer portfolio artifacts using rubrics in the 3D Assessment Plan. Confer with the offices of Registrar, Financial Aid, and/or Institutional Research to address compatibility issues in data collecting and reporting. The volunteer opportunities should be graded within the semester they occur. 02/19/2019</p>
<p>7. <i>Students will demonstrate job readiness by creating a working portfolio to address Career Development through evidence of high quality performance.</i></p>	<p><b>Other - 7) Performance:</b> Self-Evaluations - *HOSD 0326: Practicum. All students will complete the assessment measure.</p> <p>(*While artifacts are collected throughout program participation, assessment occurs in final semester.) (Active)</p> <p><b>Assessment Goal/Threshold:</b> 75% of students will complete 75% of self-evaluations</p> <p><b>"Other" Measure Type:</b> Indirect - Self-Evaluation</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Met 86% of students completed at least 75% of self-evaluations.</p> <p><b>Analysis of Results:</b> The data suggests the assessment is valid and learning outcomes are successful; however, there's room for improvement in this competency. Qualitative observations suggest changing</p>

	<p>the structure of the self-evaluation instruction and assessment.</p> <p><b># of Traditional Students Assessed:</b> 14 <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b> Restructure Self-Evaluation requirements to fit more organically with the structure of each student's everyday assignments and schedules. Provide more intensive self-evaluation instruction first semester, and find the time and space to reinforce the self-evaluation best practices each subsequent semester. [05/10/2019]</p> <p><b>Reporting Period:</b> 2018 - 2019 02/19/2019 <b>Conclusion:</b> Assessment Goal/Threshold Met 67% of students received an 80% or above in Performance. 80% of students completed 75% or more of their self-evaluations. <b>Analysis of Results:</b> Some students may not see the value of self-reflections. Some students may not understand how to tie the competencies to their day in order to genuinely self-reflect.</p> <p><b># of Traditional Students Assessed:</b> 15 <b># of Traditional Students Who Successfully Completed Assessment:</b> 12</p> <p><b>Continuous Improvement Action Plan:</b> Provide space and time a few days a week for students to receive tutoring, mentoring, and instruction from 3D Program supports to maintain self-reflections and enrich competency knowledge after initial introduction to the competencies and self-reflections in Professionalism class first semester. Need a mentor program to provide some of the tutors and mentors. Maybe need to partner with the education department to find interns who need hours or create atmosphere on campus that engages and invites people to volunteer their time for reference letters and resume building. [02/19/2019]</p>
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<p>8. <i>Students will demonstrate job readiness by creating a working portfolio to address career development through evidence of high quality product.</i></p>	<p><b>Other - 8) Product/Service Midterm and Final Student Evaluation (MFSE) - *HOSD 0326: Practicum.</b> All students will complete the assessment measure. (*While artifacts are collected throughout program participation, assessment occurs in final semester.)</p> <p><b>Notes or Plan of Action:</b> Direct - Observation/Inspection</p> <p><b>Reporting Period:</b> 2018 - 2019 05/10/2019</p> <p><b>Conclusion:</b> Inconclusive Learning Outcomes are unrealistic and impossible to manage.</p> <p><b>Analysis of Results:</b> The data is essentially erroneous because the course learning outcomes were not assessed. The MFSE observations may or may not have observed the course learning outcomes specified in each students' SLC (Student Learning Contract) for his/her TCE's (Traditional Course Experience). 3D Faculty has no control over TCE curriculum and assignment structure. Oftentimes, students do not have access to the course materials vital to TCE class preparation; therefore, 3D faculty does not have the time, space, and resources to help prepare the students for certain outcomes or to even know what daily class objectives may be.</p> <p><b># of Traditional Students Assessed:</b> 14 <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b> Universal Design in Learning (UDL) training for all 3D Faculty and all TCE faculty who teach 3D students. This training, along with building strong Campus Membership (Mentorship Program) is essential to making the learning accessible to all students (3D and traditional students alike). Inclusion is not "dumbing down" material; it is putting careful, thoughtful planning into the multi-modal delivery of content and practice and careful,</p>

	<p>thoughtful planning of assessments which provide students choice and voice to increase engagement and skill development. The "choice and voice" is essential in determining which CLO's 3D students will add to their SLC's meant to drive the content they strive to master. We need time and space to plan these CLO goals with the experts and probably the assistance of strong, trained mentors to help guide these discussions and manage advising meetings. (05/10/2019)</p> <p><b>Reporting Period:</b> 2018 - 2019 02/19/2019</p> <p><b>Conclusion:</b> Assessment Goal/Threshold Met 93% of students meet or exceed MFSE expectations.</p> <p><b>Analysis of Results:</b> Students prepare diligently and work very hard to perform on midterm and final observations. They plan using mine en place sheets according to their SLC goals for the class. Students, Chef's, and 3D Faculty work very closely to ensure MFSE performance is very high. One student did not meet expectations for the MFSE performances in two classes. The student is approaching expectations but may need remediation in one or more competencies to experience success in the program.</p> <p><b># of Traditional Students Assessed:</b> 15 <b># of Traditional Students Who Successfully Completed Assessment:</b> 14</p> <p><b>Continuous Improvement Action Plan:</b> Confer with institutional planning on how/where to house data program wide where each class and skill can be analyzed and broken down with the touch of a report button. Currently, we keep all data on paper and in blackboard. We may need to look at the "for credit" or "certification" opportunities that our students may be eligible for by completing the coursework and receiving high MFSE marks? We need a way to tie these marks with the courses they are taking MFSE's in. Also, look at classes we audit and classes we take for credit. (02/20/2019)</p>
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5. What is the action plan for assessment for the next academic year? Explain.  
*Conduct midterm and final reviews in each class. Gather portfolio artifacts in assigned classes. Grade portfolio using 3D Portfolio Assessment Guide (attached). Glean individual class scores from the Product and Service Evaluation section of portfolio.*
6. What changes were implemented this year based on last year's findings?

## Uniform

### Inspections

- ◇ Both cohorts are now being assessed by inspection each semester instead of just the new cohorts in semester one taking Sanitation class.
- ◇ Uniform inspection rubric and class check list have been edited. Have not yet re-evaluated the weights of the inspections.
- ◇ Need to use an Assessment Map to tighten Intro to Hospitality Expected Outcomes to the portfolio.
- ◇ Need to determine how we will find the time and frequency of which we properly teach and assess elements of the intended outcome.

### Presentations

- ◇ No changes have been made.
- ◇ Need to use an assessment map to clearly define outcomes and provide proper supports for student achievement.
- ◇ Instructors need UDL training to provide students with multiple means of engagement, representation, action/expression.
- ◇ Currently, this section of the portfolio is only assessed one time during the program (1<sup>st</sup> semester in Intro to Hospitality class).

## Safety/Sanitation

### Inspections

We have not added inspections as regular practice for both cohorts yet.

### Presentations

- ◇ Based off of the data, we suggested one student re-take the sanitation class to which she agreed and in which is currently enrolled.
- ◇ Need to use an assessment map to clearly define outcomes and provide proper supports for student achievement.
- ◇ Instructors need UDL training to provide students with multiple means of engagement, representation, action/expression.



- ◇ Currently, this section of the portfolio is only assessed one time during the program (1<sup>st</sup> semester in 3D Sanitation class).

**Knowledge**

No changes yet.

See above for Continuous Action Plan

**Organization**

No changes yet. See above for continuous action plan.

**Professionalism**

No changes yet. See above for continuous action plan.

**Dependability**

No changes yet. See above for continuous action plan.

**Performance**

Spreadsheet was created to assign points each week to this competency for easier access to grades for students. We hope this increases weekly performance grades.

**Product/Service**

No changes yet. See above for continuous action plan.

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

Supports needed to effectively implement the action items in the continuous action plans generated by the analysis of the last year's data are as follows:

Need guidance on how to structure 3D core and TCE classes to meet Think College Standards for Inclusive Higher Education and remain compliant with the CTP App.

Need clear job descriptions for 3D employees.

Need UDL professional development for 3D faculty and staff.

Need a strong peer mentor and/or apprenticeship program to aid teachers/students in the classroom, help students prepare and study for classes, and help provide rich, social experiences.

Need guidance from offices and systems within the college who decide the following:

- ◇ how 3D students are coded in the system so they can receive access to all TCE classes

- ◇ how to receive instruction by the experts of the TCE courses but still be assessed for 3D
- ◇ how to use existing uaptc systems to report assessment evaluations
- ◇ how to be allowed to take the classes for college credit if they so desire