



**UAA Faculty Senate Academic Assessment Committee**

Agenda: September 1, 2017  
11:00am - 12:30pm, ADM 204

Skype for Business: Join online at <https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ>  
or Call 786-6755 and enter Conference ID 642461

*(Note: for issues connecting this week, please contact Raegan Kelliher at 786-1494 or [rmkelliher@alaska.edu](mailto:rmkelliher@alaska.edu).)*

1. Approval of Agenda
2. Vice Provost Report and Discussion (*defer to end of meeting*)
3. Committee Chair/Co-Chair Elections
4. AY18 AAC Goals Discussion
5. Assessment Plan Reviews  
Assessment plans attached for your review. Links to the curriculum provided below.
  - 11:15: Health Sciences BS, Program Representative: Corrie Whitmore, Assistant Professor of Health Sciences (pgs. 3-17)  
*Note: This is an initial visit for peer guidance on a draft plan. Professor Whitmore will formally submit through the approval process after incorporating suggestions from the AAC and department faculty.*  
<https://nextcatalog.uaa.alaska.edu/programadmin/?code=HLSC-BS>
  - 11:45: Culinary Arts AAS, Program Representative: Amy Green, Professor of Culinary Arts and Hospitality and Tim Doebler, Professor/Director of Culinary Arts and Hospitality (pgs. 18-37)  
<https://nextcatalog.uaa.alaska.edu/programadmin/?code=CULA-AAS>

and

Hospitality and Restaurant Management BA, Program Representative: Amy Green, Professor of Culinary Arts and Hospitality and Tim Doebler, Professor/Director of Culinary Arts and Hospitality (pgs. 38-59)  
<https://nextcatalog.uaa.alaska.edu/programadmin/?code=HRMT-BA>
6. Informational Assessment Plan Changes – none
7. Upcoming Plans – none
8. Information Items
  - Assessment Seminar, Fri, Sept 8<sup>th</sup>, 9:00-12:00 (coffee/registration 8:30-9:00) in LIB 307 and by distance [https://uaa.co1.qualtrics.com/jfe/form/SV\\_oCiyfLe7vvaxuh7](https://uaa.co1.qualtrics.com/jfe/form/SV_oCiyfLe7vvaxuh7)



- Immediately following the Seminar, AAC members are invited to stay for a lunch with Julie Carnahan, national speaker from the Multi-State Collaborative.

*Committee Members*

|   |                           |  |   |
|---|---------------------------|--|---|
|   | Bill Myers, CAS           |  | Cynthia Falcone, Kodiak                 |
| N | Christina McDowell, CBPP  |  | Holly Bell, Mat-Su                      |
|   | Jonathan Bartels, COE     |  | Craig Titus, PWSC                       |
|   | Jeff Hollingsworth, CoEng |  | *Jennifer Brock, Faculty Senate         |
|   | Kathi Trawver, COH        |  | *Rachel Graham, Faculty Senate          |
|   | Albert Grant, CTC         |  | <i>Vacant, Faculty Senate</i>           |
|   | Deborah Mole, Library     |  | <i>Vacant, Faculty Senate</i>           |
|   | Scott Downing, KPC        |  | Susan Kalina, OAA ( <i>ex officio</i> ) |

X = Attendance      \*Pending Faculty Senate approval 9/1/17

| Scheduled Meeting Dates Academic Year 2018<br>(First and third Fridays unless otherwise noted) |   |                            |
|--|---|----------------------------|
| Date   | Time  | Location                   |
| 8/25   | 11:00-12:30p  | ADM 204 (note room change) |
| 9/1  | 11:00-12:30p  | ADM 204                    |
| 9/8  | Assessment Seminar 9:00-12:00<br>Coffee & Registration at 8:30  | LIB 307                    |
|  | Following the Seminar, please stay for lunch with Julie Carnahan, Multi-State Collaborative national representative | LIB 302A                   |
| 9/15   | 11:00-12:30p  | ADM 204                    |
| 10/6   | 11:00-12:30p  | ADM 204                    |
| 10/20  | 11:00-12:30p  | ADM 204                    |
| 11/3   | 11:00-12:30p  | RH 303 (note room change)  |
| 11/17  | 11:00-12:30p  | ADM 204                    |
| 12/1   | 11:00-12:30p  | ADM 204                    |
| 12/15  | 11:00-12:30p  | ADM 204                    |
| 1/19   | 11:00-12:30p  | ADM 204                    |
| 2/2  | 11:00-12:30p  | ADM 204                    |
| 2/16   | 11:00-12:30p  | ADM 204                    |
| 3/2  | 11:00-12:30p  | TBD                        |
| 3/16 – Holiday   |   |                            |
| 4/6  | 11:00-12:30p  | ADM 204                    |
| 4/20   | 11:00-12:30p  | ADM 204                    |
| 5/4  | 11:00-12:30p  | ADM 204                    |

**Bachelor of Science in Health Sciences  
(BS Health Science COH ANC)**

**Academic Assessment Plan**

**Adopted by**

**The Bachelor of Science in Health Sciences faculty: September 2017**

*Draft plan for initial guidance from the AAC on September 1, 2017.*

*Plan will be submitted through the approval process after incorporating suggestions from the AAC and department faculty.*

**Reviewed by the Academic Assessment Committee: TBD  
Reviewed as an information item by the Faculty Senate: Date TBD**

# HEALTH EDUCATOR TRACK

## MISSION STATEMENT

The purpose of the BSHS Health Educator Track is to provide training in public health and health education for students who plan to seek employment educating the public about the causes of disease and the means of prevention.

## PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Bachelors Degree in Health Sciences on the Health Educator Track will be able to:

- Assess individual and community needs for health education.
- Plan effective health education programs.
- Implement health education programs.
- Evaluate effectiveness of health education programs.
- Coordinate provision of health education programs.
- Act as a resource person in health education.
- Communicate health and health education needs, concerns and resources.

These PSLOs are derived from the seven responsibility areas recognized as comprising the core of knowledge required for a certified health educator by the National Commission for Health Education Credentialing, Inc. (NCHEC).

## MEASURES

The BSHS Alumni Exit Survey is attached as Appendix A.

## PROCESS

The Health Educator Track PLSOs are assessed in two ways: student perceptions are collected via the BSHS Alumni Exit Survey and faculty experts review of the alignment between the PLSOs and content of courses provided by the Health Sciences Department.

The BSHS Alumni Exit Survey (attached as Appendix A) is administered each March, via Qualtrics or other online software, to graduates from the prior three semesters (i.e. in March 2018 it will be administered to alumni who graduated in the Spring 2017, Summer 2017, Fall 2017 semesters). This measure includes questions specifically asking how well students perceive the BSHS program as

prepared them to demonstrate each of the seven competencies described in the PLSOs. The survey results are tabulated and reviewed by the BSHS Program Faculty annually.

In addition, faculty experts review each of the seven PLSOs / NCHEC areas of responsibility for a certified health education specialist against the Health Sciences courses required for the BSHS every three years. Any gaps identified in this review will be addressed via the addition of new courses or the adaptation of existing courses to improve alignment between the PLSOs and course content.

The program faculty meet at least once a year to review assessment data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15<sup>th</sup> each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

## **PRE-PROFESSIONAL TRACK**

### **MISSION STATEMENT**

The purpose of the BSHS Pre-Professional Track is to provide training in public health and health education and preparation for occupational therapy (OT), pharmacy, physical therapy (PT), physician assistant (PA), speech-language pathology (SLP) or other professional health-related graduate programs.

### **PROGRAM STUDENT LEARNING OUTCOMES**

Students graduating with a Bachelors Degree in Health Sciences on the Pre-Professional Track will be able to:

- Demonstrate an understanding of public health and public health intervention strategies.
- Describe and discuss the interconnectedness of physical, social and environmental aspects of health and the role of community engagement in promoting population based health and social justice.
- Communicate health and health education needs, concerns, and resources in both oral and written forms to individuals, community groups, medical professionals, and policy makers.

### **MEASURES**

The BSHS Alumni Exit Survey is attached as Appendix A.

### **PROCESS**

The Pre-Professional Track PLSOs are assessed in two ways: student perceptions are collected via the BSHS Alumni Exit Survey and faculty experts review of the alignment between the PLSOs and content of courses provided by the Health Sciences Department.

The BSHS Alumni Exit Survey (attached as Appendix A) is administered each March, via Qualtrics or other online software, to graduates from the prior three semesters (i.e. in March 2018 it will be administered to alumni who graduated in the Spring 2017, Summer 2017, Fall 2017 semesters). This measure includes questions specifically asking how well students perceive the BSHS program as prepared them to demonstrate each of the competencies described in the PLSOs. The survey results are tabulated and reviewed by the BSHS Program Faculty annually.

In addition, the faculty review each of the PLSOs against the Health Sciences courses required for the BSHS every three years. Any gaps identified in this review will be addressed via the addition of new courses or the adaptation of existing courses to improve alignment between the PLSOs and course content.

The program faculty meet at least once a year to review assessment data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15<sup>th</sup> each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

## **PHYSICIANS ASSISTANT TRACK**

### **PROGRAM INTRODUCTION & CONTEXT FOR ASSESSMENT WORK**

The MEDEX program, which grants a small number of BSHS Physicians Assistant track degrees at UAA, exists as a collaboration between the University of Alaska Anchorage and the University of Washington's Medex Northwest PA Program. The program provides a broad, competency-based curriculum that focuses on primary care with an emphasis on underserved populations.

The assessment plan for this track was developed as a collaborative effort between UAA faculty and the University of Washington MEDEX Northwest PA program faculty and used criteria from the Accreditation Review Committee for PAs (ARC-PA). The objectives were revised in consultation with Tom Miller, Office of Academic Affairs in June 2007; the faculty met and accepted the outcomes and assessment processes in May 2008.

The plan is not being updated at this time (Summer 2017) because UAA will cease granting the Bachelor of Science in Health Sciences, Physicians Assistant Track Degree to students who matriculate after 2020, per the requirements of their accrediting body (ARC-PA, the Accreditation Review Commission on Education for the Physician Assistant)'s *Standards, 4<sup>th</sup> Edition*.

### **MISSION STATEMENT**

The purpose of the BSHS Physician Assistant Track is to provide a BS Degree for students who have completed the required education and clinical experience to work as a physician assistant.

## PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Bachelors Degree in Health Sciences, on the Physician Assistant Track will be able to:

- Perform data collection, medical interviewing, and physical examination skills and communicate the acquired information effectively.
- Formulate medical decisions and treatment plans.
- Perform procedural skills appropriate to the Physician Assistant's role.
- Work with patients to educate them about appropriate treatments and interventions to maximize health.
- Demonstrate knowledge of pharmacology and other treatment modalities to enable the Physician Assistant to function at the full scope of practice as allowed by individual state law.
- Provide assessment and care for common mental health conditions and concerns.
- Understand the unique features of the Physician Assistant role, including the Physician Assistant's legal relationship with supervising and delegating physicians.
- Increase health care access by providing primary care services to under-served populations.

## MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 2, below.

**TABLE 1: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

| Measure             | Description   | Frequency/<br>Start Date                       | Collection<br>Method                                 | Administered<br>by |
|---------------------|---|--|--|--------------------|
| Alumni Survey       | The Alumni are surveyed one and three years after graduation to get their views on the achievement of the program objectives. | Every year after first graduating class        | Mailed or phone survey                               | Program staff      |
| NCCPA Certification | Determines graduates who have passed Certification Exam   | Collected in odd numbered years beginning 2005 | Manually review NCCPA certification on NCCPA website | Program Staff      |

|                                 |   |                         |   |               |
|---------------------------------|---|-------------------------|---|---------------|
| PA Licensure                    | Determine graduates who have obtained professional licenses | Updated annually        | Manually review registration rolls on Medical Board website | Program Staff |
| FINAL CLINICAL COURSE PASS RATE | Percent pass in grouped course subject categories.          | Annually, starting 2008 | Grade Reports   | Program Staff |

**Table 2: Association of Assessment Measures to Program Outcomes**

| Outcomes  | Alumni Survey | NCCPA Certification | PA Licensure | Final Clinical Course Pass Rate |
|---|---------------|---------------------|--------------|---------------------------------|
| Perform data collection, medical interviewing, and physical examination skills and communicate the acquired information effectively   | 1             | 0                   | 0            | 1                               |
| Formulate medical decisions and treatment plans   | 1             | 1                   | 0            | 1                               |
| Perform procedural skills appropriate to the Physician Assistant's role   | 1             | 0                   | 0            | 1                               |
| Work with patients to educate them about appropriate treatments and interventions to maximize health  | 1             | 1                   | 0            | 1                               |
| Demonstrate knowledge of pharmacology and other treatment modalities to enable the Physician Assistant to function at the full scope of practice as allowed by individual state law | 1             | 1                   | 0            | 1                               |
| Provide assessment and care for common mental health conditions and concerns  | 1             | 1                   | 0            | 1                               |
| Understand the unique features of the Physician Assistant role, including the Physician Assistant's legal relationship with supervising and delegating physicians                   | 1             | 0                   | 1            | 1                               |
| Increase health care access by providing primary care services to under-served populations  | 1             | 0                   | 1            | 0                               |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

## PROCESS

The Bachelor of Science, Health Sciences Physician Assistant Track program coordinator will follow the timelines indicated for each component of the plan (in the above tables), and coordinate staff, faculty, students, etc. to complete their parts in a timely manner. The Bachelor of Science, Health Sciences Physician Assistant Track program coordinator will write final reports.

The program faculty meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15<sup>th</sup> each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

## APPENDIX A: BSHS ALUMNI EXIT SURVEY

The BSHS Alumni Exit Survey will be administered each March, via Qualtrics or other online software, to graduates from the prior three semesters (i.e. in March 2018 it will be administered to alumni who graduated in the Spring 2017, Summer 2017, Fall 2017 semesters).

### Questions for all alumni:

Please answer the following short answer questions:

- 1) What is your name or UAA Student ID #?
- 2) What semester did you enter the BSHS program?
- 3) What semester did you graduate?
- 4) Which BSHS Track were you on (choose one): Pre-Professional or Health Educator
- 5) What is your Current Employment/Educational Status? (choose all that apply) employed, in school, or not employed/not in school

#### **For *Only* those who select “employed” in Question 5**

- 6) What # of hours do you work per week?
- 7) What is your current place of employment?
- 8) What is your current job title?
- 9) What is your current salary/rate of pay?
- 10) Briefly describe the responsibilities of your current position.

#### **For *Only* those who select “in school” in Question 5 only**

- 1) Where are you attending school?
- 2) Full time or part-time student?
- 3) What degree / certification / credential are you currently pursuing?
- 4) Briefly describe your career goals at this time.

#### **For *Only* those who select “not employed / not in school” in Question 5**

- 1) What are you up to these days?
- 2) Briefly describe your career goals at this time.

Please answer the following questions using the Likert scale provided:

#### **For *Only* Health Educator Track Graduates**

The BSHS program adequately prepared me to:

1. Assess individual and community needs for health education.

*strongly agree / agree / disagree / strongly disagree*

2. Plan effective health education programs.  
*strongly agree / agree / disagree / strongly disagree*
3. Implement health education programs.  
*strongly agree / agree / disagree / strongly disagree*
4. Evaluate effectiveness of health education programs.  
*strongly agree / agree / disagree / strongly disagree*
5. Coordinate provision of health education programs.  
*strongly agree / agree / disagree / strongly disagree*
6. Act as a resource person in health education.  
*strongly agree / agree / disagree / strongly disagree*
7. Communicate health and health education needs, concerns and resources.  
*strongly agree / agree / disagree / strongly disagree*

**For Only Pre-Professional Track Graduates**

The BSHS program adequately prepared me to:

- 1) Demonstrate an understanding of public health and public health intervention strategies.  
*strongly agree / agree / disagree / strongly disagree*
- 2) Describe and discuss the interconnectedness of physical, social and environmental aspects of health and the role of community engagement in promoting population based health and social justice.  
*strongly agree / agree / disagree / strongly disagree*
- 3) Communicate health and health education needs, concerns, and resources in both oral and written forms to individuals, community groups, medical professionals, and policy makers.  
*strongly agree / agree / disagree / strongly disagree*

**For All Alumni**

Please answer the following short answer questions:

- 3) Based on your experiences, what were the strengths of the BSHS program in preparing you for employment or further education?
- 4) Based on your experiences, what recommendations would you make to strengthen the BSHS program to prepare other students for employment or further education?

## **APPENDIX B: MEDEX ALUMNI SURVEY**

### **Measure Description:**

The alumni survey asks graduates of the program to rate their performance relative to the program's objectives. Additionally, alumni are asked to rate the importance of the program objectives from their viewpoint.

Surveys will be distributed to alumni that have graduated one, and three years prior to the survey administration. The results will be gathered by the program staff.

### **Factors that affect the collected data:**

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified:

- Low return rates. It may be difficult get a good return rate from the alumni, even with follow up phone calls. This reduces the accuracy of the results.
- Some graduation years may not respond to the survey. The result would be that the data may be skewed to the viewpoint of a subset of our graduates.

### **How to interpret the data:**

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome.

### **Sample Survey**

*A sample survey is provided on the next page. An electronic version may be developed to replace this version. The questions and data collected will be the same.*

### **Tabulating and Reporting Results**

The survey will be prepared by the faculty. The survey will be administered by the staff. Staff will receive the results and tabulate them for use in faculty outcomes review.

## *MEDEX/UAA Physician Assistant Program* **MEDEX Alumni Survey**

The MEDEX/UAA Physician Assistant Program has received mandates from the university to implement an outcomes-based assessment program. As a part of the program, we are surveying graduates to find ways of improving our program. Your feedback will go a long way in helping us determine how well we are doing and what we can do to better serve our students, alumni, and the engineering community. Please return in the provided envelope.

Are you working as a physician assistant?  Yes  No

Physician Assistant Practice that you work in:

- Family Practice       Surgery       Emergency Medicine    Orthopedics    Dermatology     
Occupational Medicine  
 Not working as Physician Assistant  
 Other Medical Specialty: \_\_\_\_\_

The MEDEX/UAA Physician Assistant Program has adopted 11 expected outcomes, please rate your knowledge/skills and the program's effectiveness in teaching you knowledge/skills relative each objective.

1) Increase health care access by providing primary care services to under-served populations

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

2) Perform data collection, medical interviewing and physical examination skills and communicate the acquired information effectively.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

3) Understand the unique features of the Physician Assistant role, including the Physician Assistant's legal relationship with supervising and delegating physicians.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

4) Perform procedural skills appropriate to the Physician Assistant's role.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

5) Understand the roles of all other individuals involved in the care of the patient and be able to interact effectively with these individuals and groups to optimize patient care.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

6) Provide assessment and care for common mental health conditions and concerns.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

7) Work with patients to educate them about appropriate treatments and interventions to maximize health.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

8) Formulate medical decisions and treatment plans.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion

How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

9) Knowledge of pharmacology and other treatment modalities to function at the full scope of practice as allowed by individual state law.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion  
How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

10) Be employable as a Physician Assistant.

What is your understanding/ability now?  poor,  fair,  good,  excellent,  outstanding,  No opinion  
How well did we do teaching this?  poor,  fair,  good,  excellent,  outstanding,  No opinion

Please indicate your satisfaction with each of the following aspects of your experience at Medex/UAA. Please feel free to use the space after the list to briefly explain any of your responses, especially if you feel less than satisfied.

Quality of the Advising:  poor,  fair,  good,  excellent,  outstanding,  No opinion

Quality of Instruction:  poor,  fair,  good,  excellent,  outstanding,  No opinion

Optional Explanations:

Please list up to three major strengths of your MEDEX/UAA physician assistant education or other UAA experiences.

Please list up to three areas for improvement in the MEDEX/UAA physician assistant program or other aspects of UAA.

With respect to the previous question, do you have any suggestions on how UAA could address these improvements?

Would you recommend a MEDEX/UAA physician assistant education to a friend or relative?  
 Yes  No  Maybe

## **APPENDIX C: NCCPA CERTIFICATION DATA**

### **Measure Description:**

A listing of Physician Assistants is available on line from the NCCPA Website. This list is analyzed to determine the number of graduates who have successfully completed the NCCPA certification process. It will be queried the first year after graduation and every two years thereafter as recertification occurs in two year cycles.

The list of student names is created, and the interface with the NCCPA website search will be conducted by program staff.

### **Factors that affect the collected data:**

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified:

The data may miss students who failed their initial attempt at the exam and are waiting to retake it.

### **How to interpret the data:**

This data is used to determine the employability of our graduates. For assessment purposes, the percentage of the PAs who pass the NCCPA certifying exam is used as an indicator of employability. As historical data comes available, the trend data will be used by the faculty in their assessment. This data should always be viewed in light of the status of the local economy current at the time the data was generated.

### **Tabulating and Reporting Results:**

The data will be collected and reported by the staff. The data will be provided to the faculty for use in their analysis of the program objectives.

## **APPENDIX D: FINAL CLINICAL COURSE PASS RATE**

### **Measure Description:**

Grades are collected from faculty for each semester the final clinical course is offered. Descriptive statistics are calculated.

### **Factors that affect the collected data:**

Grades are readily available

### **How to interpret the data:**

Our goal is a 100% pass rate.

### **Tabulating and Reporting Results:**

The data will be collected and reported by the staff. The data will be provided to the faculty for use in their analysis of the program objectives.

## **APPENDIX E: PA LICENSURE**

### **Measure Description:**

A listing of licensed Physician Assistants in the State of Alaska is available on line from the state's web site. This list is analyzed annually to determine which of our graduates have received their professional licenses. The listing also tells where these Physician Assistants reside.

### **Factors that affect the collected data:**

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified.

- It is possible that not all Medex/UAA PA graduates on the list have been identified. This is particularly true of women graduates that have changed their names.
- The professional licensing exams are an indicator of minimum acceptable competency. They do not provide information about the level of competency above the minimum.

### **How to interpret the data:**

This data is imprecise but is felt that it is a good indicator of the technical competence of our graduates. This data should be compared with the ADOL labor statistics.

### **Tabulating and Reporting Results:**

The data will be collected and reported by the staff. The data will be provided to the faculty for use in their analysis of the program objectives.

A complete listing of alumni with professional licenses is reported to the faculty along with the percentage of graduates working within Alaska that have obtained their licenses.

**Culinary Arts (AAS)**  
**Educational Effectiveness**  
**Assessment Plan**

**University of Alaska Anchorage  
Community and Technical College**

**Version VIII**

**Adopted by**

**The Culinary Arts & Hospitality Faculty: March 2017**

**Submitted to**

**Denise Runge, CTC Dean: March 2017  
UAA Office of Academic Affairs: April 2017**

**Reviewed by the Academic Assessment Committee: September 1, 2017  
Reviewed as an information item by the Faculty Senate: Date TBD**

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## **MISSION STATEMENT**

The Mission of the Culinary Arts & Hospitality Program is to provide future industry professionals with the progressive and innovative Culinary Arts & Hospitality education they need to be successful in our industry.

## **PROGRAM INTRODUCTION**

Throughout each academic year, faculty from the Culinary Arts program (Dr. Anne Bridges, Naomi Everett, Program Director Tim Doebler, Dr. Amy Green and Vern Wolfram) meet to discuss and formulate objectives, outcomes and assessment strategies at regularly scheduled faculty meetings. Each program course curriculum content guide was studied to clarify what a student ideally ought to know upon course completion and then ultimately upon graduation. Additionally, Program Director Doebler continuously reviews standards and skill competencies set by the National Restaurant Association Educational Foundation, the American Culinary Federation Educational Institution and the Council on Hotel Restaurant Institutional Education to determine if program meets national standards. The recent program accreditation through the American Culinary Federation (in May 2015) has given the program additional validity in learning outcomes and program assessment.

This document defines the educational objectives and expected outcomes for the Culinary Arts program and AAS degree and outlines a plan for assessing the achievement of the stated objectives and outcomes.

The faculty met and accepted this assessment plan revision in March 2017. The Program Improvement & Curriculum Review Committee (PICR CTC) reviewed the plan and made suggestions for improvement in Feb. 2017.

## **ASSESSMENT PROCESS INTRODUCTION**

This document defines the expected student learning outcomes for the Culinary Arts (AAS) program and outlines a plan for assessing the achievement of the stated outcomes.

The development of the outcomes consisted of faculty discussion in the Fall of 2007. Previous outcomes were revised based on feedback from Assessment Peer Review Committee. The outcomes now represent measurable evidence of student learning. Faculty contributions resulted in succinct outcomes with strong verbiage that are student-friendly, measurable and achievable. The faculty met and accepted the outcomes and assessment processes on November 25, 2007. The plan was revised in April 2010. Since our recent ACF accreditation process in 2015 was complete, we have updated our outcomes and assessment plan to reflect the changes we have made to our assessment activities. These changes include course evaluations and annual graduate/employer surveys. In February of 2017, the plan was updated based on feedback received from the CTC PICR committee.

## **PROGRAM OUTCOMES**

**At the completion of this program, students are able to:**

- Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery.
- Apply theories and concepts of cooking and implement techniques to operate or function in a commercial kitchen.
- Identify sanitation and safety codes and procedures necessary to maintain a safe foodservice facility.
- Analyze food cost and implement necessary controls to maintain costs and ensure profitability
- Demonstrate the ability to use human resource management and facility operation management concepts to ensure safety, customer service and profitability.

**TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES**

| <b>Outcomes</b>  | ServSafe<br>Nat'l<br>Exam | Cost<br>Control<br>Final<br>Exam | Bakery Skills<br>Competency<br>Evaluation | Culinary<br>Skills<br>Competency<br>Evaluation | Dining Room<br>Mgmt.<br>Competency<br>Evaluation |
|--|---------------------------|----------------------------------|---|--|--|
| <ul style="list-style-type: none"> <li>Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery</li> </ul>   | 0                         | 0                                | 1   | 0  | 0  |
| <ul style="list-style-type: none"> <li>Apply theories and concepts of cooking and implement techniques to operate or function in a commercial kitchen</li> </ul>   | 0                         | 0                                | 0   | 1  | 0  |
| <ul style="list-style-type: none"> <li>Identify sanitation and safety codes and procedures necessary to maintain a safe foodservice facility</li> </ul>  | 1                         | 0                                | 1   | 1  | 1  |
| <ul style="list-style-type: none"> <li>Analyze food cost and implement necessary controls to maintain costs and ensure profitability</li> </ul>  | 0                         | 1                                | 1   | 1  | 0  |
| <ul style="list-style-type: none"> <li>Demonstrate the ability to use human resource management and facility operation management concepts to ensure safety, customer service and profitability</li> </ul> | 0                         | 0                                | 0   | 0  | 1  |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

## ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

| <b>Measure</b>                               | <b>Description</b>   | <b>Frequency/<br/>Start Date</b> | <b>Collection<br/>Method</b>                    | <b>Administered<br/>by</b> |
|--|--|----------------------------------|---|----------------------------|
| ServSafe Nat'l Exam                          | Measures students ability to identify and implement sanitation standards                           | Semester-<br>Week 15             | National Exam                                   | Assigned Instructor        |
| Cost Control Final Exam                      | Measures students ability to analyze the food service cost control cycle and make budget decisions | Semester-<br>Week 15             | Exam  | Assigned Instructor        |
| Bakery Skills Competency Evaluation          | Measures students proficiency/competency with baking theory, concepts and techniques               | Semester-<br>Week 14             | Practical Evaluation                            | Assigned Instructor        |
| Culinary Skills Competency Evaluation        | Measures students proficiency/competency with cooking theory, concepts and techniques              | Semester-<br>Week 14             | Practical Evaluation                            | Assigned Instructor        |
| Dining Room Management Competency Evaluation | Measures student proficiency/competency with facility operations and customer service              | Semester-<br>Continuous          | Practical Evaluation/<br>Customer Comment Cards | Assigned Instructor        |

## ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

### **General Implementation Strategy**

Faculty meets at least 3 times per academic year (August, January and May) to discuss and review the assessment plan. The current timeline for implementing the various components of the program assessment plan is:

|                    |  |
|--------------------|--|
| Annually as needed | Plan Revisions   |
| Annually           | Data Collection  |
| Annually (May)     | ACF report submission for continued accreditation          |
| Annually (June)    | Data Analysis and UAA OA Report Preparation and Submission |

### **Method of Data Analysis and Formulation of Recommendations for Program Improvement**

The program faculty meet several times per year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15<sup>th</sup> each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

### **Modification of the Assessment Plan**

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director's office and the Office of Academic Affairs.

## **APPENDIX A: SERVSAFE NATIONAL EXAM**

### **Measure Description:**

This is a national certification exam distributed by the National Restaurant Association's Education Foundation. The program has utilized this exam since 1983 and finds it to be reliable and valid. The exam tests for food safety and sanitation concepts and practices of which an understanding is necessary to decrease the risk of food borne illness. It is a multiple choice exam of 90 questions. The exam tool is sent certified mail to the instructor and must be strictly proctored. The completed exam answer sheets along with the exam tool and any unused exams are mailed back to the National Restaurant Association for scoring. A current ServSafe certificate is required to take the culinary lab classes. NOTE: (An attachment of the exam tool is not provided as it is the property of the Nat'l Rest. Assoc.)

### **Factors that affect the collected data:**

The exam is optional therefore the sample size is less than the total class enrollment which could skew the data. The exam is now mandatory which means students of varied abilities will take the ServSafe exam, which will skew data from previous years when the exam was voluntary.

### **How to interpret the data:**

Specifically, for both objectives and outcomes the data provides very accurate results. The data is known one month after the exam, so faculty can make changes in instruction methodology if needed.

The test results provide data that allows UAA student scores to be compared to national scores.

## **APPENDIX B : CA A107 Cost Control Final Exam**

### **Measure Description:**

The CA A107 Cost Control final exam takes place during the 15<sup>th</sup> week of the semester. The exam results reveal student competency levels in certain key cost control areas:

1. Define and interpret basic accounting and cost control principles in foodservice operations
2. Demonstrate mathematical functions related to foodservice operations
3. Demonstrate an understanding of basic financial statements
4. Apply the principles and concepts of cost control to financial decisions in foodservice operations
5. Understand and apply standardized recipes

The exam requires approximately 1.5 hours to complete.

Exam is closed book and comprehensive. Student is allowed utilize a calculator and scratch paper. All answers are recorded on a Scantron sheet. The exam consist of 40 multiple choice questions and 60 fill in the blank questions that requires mathematical calculations to answer.

### **How to interpret the data:**

The overall objective is to determine if student learning outcomes are being met for this course. To determine this, one can look at the data from two separate but related perspectives. First, the test scores derived from the Cost Control Final Exam can be reviewed to determine the progress of each individual student. Next, the data can be compiled and used to determine the progress of the entire class or a cohort. This information can then be used to help the instructor to make changes in teaching and/or curriculum revision.

As for competency level it is expected that students would be competent at these score levels which are derived from the Menu Costing Project evaluation:

- -55% - 69%            Poor
- -70% - 80%           Adequate
- -81% - 90%           Good
- -91% - 100%          Excellent

**CA A107 Culinary Cost Control ( 3 cr.)**

**Sample:**

**Final Exam results – Evaluation Sheet**

**Evaluation is based on the course final exam.**

| <b>Competency tested</b>  |             |                 |             |                  | <b>Competency Level*</b> |              |
|---|-------------|-----------------|-------------|------------------|--------------------------|--------------|
|   | <b>Poor</b> | <b>Adequate</b> | <b>Good</b> | <b>Excellent</b> | <b>Weight</b>            | <b>Score</b> |
| 1. Define and interpret basic accounting and cost control principles in foodservice operations        | 1           | 2               | 3           | 4                | x 3 =                    |              |
| 2. Demonstrate mathematical functions related to foodservice operations                               | 1           | 2               | 3           | 4                | x 3 =                    |              |
| 3. Demonstrate an understanding of basic financial statements   | 1           | 2               | 3           | 4                | x 3 =                    |              |
| 4. Apply the principles and concepts of cost control to financial decisions in foodservice operations | 1           | 2               | 3           | 4                | x 5 =                    |              |
| 5. Understand and apply standardized recipes  | 1           | 2               | 3           | 4                | x 4 =                    |              |

Total Score:

\*Competency levels:

|             |           |
|-------------|-----------|
| -55% - 69%  | Poor      |
| -70% - 80%  | Adequate  |
| -81% - 90%  | Good      |
| -91% - 100% | Excellent |

-Poor: Student is not competent enough with the skill to accurately explain or demonstrate it.

-Adequate: Student can understand and comprehend the skill with some clarity, but is not fully competent.

-Good: Student can analyze and synthesize the skill with a clear understanding.

-Excellent: Student can evaluate, explain and demonstrate the skill with confidence and can apply said skill to similar problems or scenarios (transference).

## APPENDIX C: BAKERY SKILLS COMPETENCY EVALUATION

### **Measure Description:**

CA A202 Advanced Baking is a required course for the AAS degree in Culinary Arts. The Bakery Skills Competency Evaluation will take place in the 14<sup>th</sup> week of the semester. The instructor will assess the student on a final project to be completed within a required time frame and from a specific category of product (i.e., pastries, cakes). The instructor will observe and assess the students based on a set of performance criteria. The Bakery Skills Competency Evaluation consists of six areas of criteria in which the student must perform proficiently. The categories are:

**Menu-** menu selection and research complete within required time frame

**Appearance of Finished Product-** innovative and aesthetic plate presentation, balance of colors, appropriate shape, focus and flow

**Taste of Finished Product-** texture, taste, aromatic, mouth feel, flavor balances

**Sanitation and Safety-** safe and sanitary work habits, clean stations, food products cooked to the proper temperature

**Selection of Project-** degree of difficulty, seasonality

**Time Management/Organization-** completion of project within required time frame

### **How to interpret the data:**

Each standard will be given a point value from 1-10 depending on the level of importance to the final project. Students will be scored from 0-3, depending on their level of proficiency:

|             |    |
|-------------|----|
| Outstanding | =3 |
| Superior    | =2 |
| Competent   | =1 |
| Inadequate  | =0 |

The student score will be multiplied times the point value for an overall score for each category. All scores will be tabulated to result in a final score.

### **Grading Scale:**

|              |                    |
|--------------|--------------------|
| 90-99-       | Outstanding        |
| 80-89        | Superior           |
| 70-79        | Competent          |
| 60-69        | Improvement Needed |
| Less than 60 | Inadequate         |

## CA A202 Advanced Baking

**Practical Evaluation:** This evaluation constitutes one fifth of the student's final grade, it consists of a one part performance evaluation of the following criteria. Students will apply methods, concepts, principles & theories to complete practical examination. Each student will demonstrate the ability to create three different menu items from the stated category. Time limit for this evaluation will be 4.5 hours.

| Performance Standard  | Point Value<br>(1-10) | Student Level<br>(0-3) | Overall |
|---|-----------------------|------------------------|---------|
| 1. Menu:<br>a. Menu research<br>b. Menu prepared in 15 minutes  | 4                     | X                      | =       |
| 2. Selection of project:<br>a. Degree of difficulty<br>b. Seasonality   | 6                     | X                      | =       |
| 3. Appearance of product:<br>a. Portion size<br>b. Ingredient colors harmonize.<br>c. Appropriate garnish on finished product<br>d. Presentation of finished product<br>e. Creativity and craftsmanship | 6                     | X                      | =       |
| 4. Taste of finished presentation:<br>a. Flavor balance<br>b. Texture<br>c. Aromatic<br>d. Nutritional balance  | 6                     | X                      | =       |



## APPENDIX D: CULINARY SKILLS COMPETENCY EVALUATION

### **Measure Description:**

CA A201, A la Carte Kitchen, is a required course for both the AAS and BA degree. Each performance standard has a corresponding point value between 5 and 15, depending on the importance of the standard. Each student will be scored and the points tabulated to determine proficiency levels. The practicum will take place in the 14<sup>th</sup> week of the semester. The instructor will observe and assess the skill level of the student for two class sessions at two different food production stations. The Culinary Skills Competency Evaluation will assess the following criteria each worth 25 points:

**Sanitation-** industry standard, clean and assigned professional attire

**Mise En Place-** station set up in required time frame, appropriate tools

**Timeliness/Accuracy-** time management, ability to multi-task

**Accuracy in Food Quality and Presentation-** food cooked accurately, presentation and garnish complete

**Teamwork-** communication skills, focuses and able to perform under pressure

### **How to interpret the data:**

Individual performance standards will allow faculty to determine student strengths and opportunities for improvement in regards to the course objectives. Individual student scores for the Culinary Skills Competency Evaluation will be tabulated and categorized in the following grading scale:

|                   |         |
|-------------------|---------|
| Exceptional       | 125-150 |
| Good              | 100-124 |
| Acceptable        | 75-99   |
| Needs Improvement | 50-74   |
| Unacceptable      | 0-49    |

## CA A201 A la Carte Kitchen

**Performance Evaluation (130 pts):** The final performance evaluation will consist of a practical demonstration of skill in two stations. Each student will be graded on mise en place, sanitation, timeliness and accuracy, food quality and presentation.

| <b>CA A201 A la Carte Kitchen</b>   |                    | Student Name:        |                |
|---|--------------------|----------------------|----------------|
| <p><b>Performance Evaluation (130 pts):</b><br/>                     The final performance evaluation will consist of a practical demonstration of skills throughout the semester. Each student will be graded on mise en place (25 points), sanitation (25 points), timeliness (25 points), Accuracy/food quality/Presentation (20 points), and Teamwork (35 points)</p> |                    |                      |                |
| <u>Performance Standard</u>   | <u>Point Value</u> | <u>Student Score</u> | <u>Overall</u> |
| <b>1. Mise en place</b>   |                    |                      |                |
| a. Set up station with all food equipment needed in order to prepare food for restaurant lunch service within required time frame   | 5                  |                      |                |
| b. Sharp knives   | 5                  |                      |                |
| c. Utilize correct tools for each task to be performed  | 5                  |                      |                |
| d. Prepared   | 10                 |                      |                |
| <b>2. Sanitation</b>  |                    |                      |                |
| a. Follow industry standard sanitation guidelines for food handling   | 5                  |                      |                |
| b. Clean and assigned professional attire   | 5                  |                      |                |
| c. FIFO   | 5                  |                      |                |
| d. Appearance   | 10                 |                      |                |
| <b>3. Timeliness</b>  |                    |                      |                |
| a. Utilize time efficiently   | 5                  |                      |                |
| b. Appropriately prepare and coordinate food production in required time frame  | 5                  |                      |                |

|               |    |  |  |
|---------------|----|--|--|
| c. Multitask  | 5  |  |  |
| d. attendance | 10 |  |  |

**4. Accuracy/Food quality/Presentation**

|  |   |  |  |
|--|---|--|--|
| a. Cook all food items to the accurate doneness  | 5 |  |  |
| b. Accurately prepare foods                      | 5 |  |  |
| c. Plate to the guidelines set out for each dish | 5 |  |  |
| d. Garnish each dish appropriately               | 5 |  |  |

**5. Teamwork**

|                           |    |  |  |
|---------------------------|----|--|--|
| a. Clear communication    | 5  |  |  |
| b. Focused                | 5  |  |  |
| c. Troubleshoot           | 5  |  |  |
| d. Proactive              | 5  |  |  |
| e. Perform under pressure | 5  |  |  |
| f. Conduct                | 10 |  |  |

130

0

**Grading Scale:**

- 130-115 A
- 114-99 B
- 98-83 C
- 82-67 D
- 66-0 F

|                 |
|-----------------|
| <b>Comments</b> |
|                 |

## **APPENDIX E: DINING ROOM MANAGEMENT COMPETENCY EVALUATION**

### **Measure Description:**

The Dining Room Management Competency evaluation will measure a student's performance against a set standard of proficiencies. CA A224 is a required laboratory course for both the AAS and BA degrees. There are 13 performance standards that a student will be assessed on and each standard is given a corresponding point value (1-10) in terms of importance. The student will be assessed and observed over the course of the semester and will be given a rating for each performance standard:

0= below minimal

1= minimal

2= competent

3= superior

The point value will be multiplied by the student score for each performance standard resulting in a total point value. The grading scale will range from inadequate to outstanding.

### **How to interpret the data**

The assessment rubric is designed so that specific performance standards are identified. Each performance standard is given a rating that reflects its importance in the course outline, ranging from 1-10. The student score will be multiplied times the importance level to pinpoint specific deficiencies and successes of the individual students. This data will then be measured against the program outcomes to determine if students are meeting the expected objectives of the course.

## CA A224 Hospitality Service

**Service Evaluation-** Students will be assessed on the following performance standards throughout the course of the semester. Each standard has a point value (1-10 based on importance) and the student score will be multiplied by this point value for an overall score.

| <b>Performance Standard</b>   | <b>Point Value</b> | <b>Student Score</b> | <b>Overall</b> |
|---|--------------------|----------------------|----------------|
| 1. Stocks station correctly and within required time frame  | 5                  | X                    | =              |
| 2. Sets/resets table correctly and within the required time frame   | 5                  | X                    | =              |
| 3. Greets guests promptly   | 8                  | X                    | =              |
| 4. Shows competency in explaining menu items  | 8                  | X                    | =              |
| 5. Shows accuracy and timeliness in taking and completing orders; shows ability to multi-task                                   | 10                 | X                    | =              |
| 6. Maintains friendly and cooperative attitude towards guests, students and faculty; responds well to suggestions and critiques | 10                 | X                    | =              |

| <b>Performance Standard</b>  | <b>Point Value</b> | <b>Student Level</b> | <b>Overall</b> |
|--|--------------------|----------------------|----------------|
| 7. Maintains uniform and personal hygiene standards                      | 6                  | X                    | =              |
| 8. Consistent and reliable attendance; arrives on time and ready to work | 10                 | X                    | =              |
| 9. Show proficiency and accuracy with MICROS system                      | 7                  | X                    | =              |
| 10. Follows correct order of operations for the Lucy Cuddy Dining Room   | 10                 | X                    | =              |
| 11. Maintains proper sanitation and safety procedures                    | 6                  | X                    | =              |
| 12. Maintains sense of urgency and team work attitude                    | 8                  | X                    | =              |
| 13. Show proficiency in management tasks                                 | 7                  | X                    | =              |

**Grading Scale:**

|                      |           |                          |                           |
|----------------------|-----------|--------------------------|---------------------------|
| <b>Superior</b>      | <b>=3</b> | <b>300 points total-</b> | <b>Outstanding</b>        |
| <b>Competent</b>     | <b>=2</b> | <b>250-299-</b>          | <b>Superior</b>           |
| <b>Minimal</b>       | <b>=1</b> | <b>200-249-</b>          | <b>Competent</b>          |
| <b>Below minimal</b> | <b>=0</b> | <b>100-199-</b>          | <b>Improvement Needed</b> |
|                      |           | <b>Less than 99</b>      | <b>Inadequate</b>         |

**Bachelor of Arts in  
Hospitality and Restaurant Management  
Educational Effectiveness  
Assessment Plan**

**Version VIII**

**Adopted by**

**The Culinary Arts & Hospitality Faculty: March 2017**

**Submitted to**

**Denise Runge, CTC Dean: March 2017  
UAA Office of Academic Affairs: April 2017**

**Reviewed by the Academic Assessment Committee: September 1, 2017  
Reviewed as an information item by the Faculty Senate: Date TBD**

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## **MISSION STATEMENT**

The Mission of the Culinary Arts & Hospitality Program is to provide future industry professionals with the progressive and innovative Culinary Arts & Hospitality education they need to be successful in our industry.

## **PROGRAM INTRODUCTION**

Throughout each academic year, faculty from the Culinary Arts program (Dr. Anne Bridges, Naomi Everett, Program Director Tim Doebler, Dr. Amy Green and Vern Wolfram) discuss and formulate objectives, outcomes and assessment strategies. Each program course curriculum content guide was studied to clarify what a student ideally ought to know upon course completion and then ultimately upon graduation. Additionally, Program Director Doebler continuously reviews standards and skill competencies set by the National Restaurant Association Educational Foundation, the American Culinary Federation Educational Institution and the Council on Hotel Restaurant Institutional Education to determine if program meets national standards. The recent program accreditation through the American Culinary Federation (in May 2015) has given the program additional validity in learning outcomes and program assessment.

This document defines the educational objectives and expected outcomes for the Culinary Arts program and AAS degree and outlines a plan for assessing the achievement of the stated objectives and outcomes.

The faculty met and accepted this assessment plan revision in March 2017. The Program Improvement & Curriculum Review Committee (PICR CTC) reviewed the plan and made suggestions for improvement in Feb. 2017.

## **ASSESSMENT PROCESS INTRODUCTION**

This document defines the expected student learning outcomes for the Bachelor's Degree in Hospitality and Restaurant Management (BA) program and outlines a plan for assessing the achievement of the stated outcomes.

The development of the outcomes consisted of faculty discussion in the Fall of 2007. Previous outcomes were revised based on feedback from Assessment Peer Review Committee. The outcomes now represent measurable evidence of student learning. Faculty contributions resulted in succinct outcomes with strong verbiage that are student-friendly, measurable and achievable. The faculty met and accepted the outcomes and assessment processes on November 25, 2007. The plan was revised in April 2010. Since our recent ACF accreditation process in 2015 was complete, we have updated our outcomes and assessment plan to reflect the changes we have made to our assessment activities. These changes include course evaluations and annual graduate/employer surveys.

## **PROGRAM OUTCOMES**

**At the completion of this program, students are able to:**

- Apply theories and concepts of baking and cooking and implement necessary techniques to operate or function in a commercial kitchen and bakery.
- Demonstrate ability to practice concepts of customer service and operate front desk operations for lodging venues.
- Analyze the food, beverage and lodging cost-control cycle and accounting practices and implement controls to maintain costs and ensure profitability.
- Demonstrate the ability to implement sales, marketing and promotion and utilize resources to develop and implement marketing plans for foodservice, lodging and tourism venues.
- Discuss the importance of the manager's role and ethics associated with executive management and how they lead and inspire staff to achieve mission and goals.
- Identify health, building and fire codes and implement requirements to maintain a safe hospitality environment.

**TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES**

| Outcomes  | ServSafe<br>Nat'l<br>Exam | Cost<br>Control<br>Final<br>Exam | Dining Room<br>Mgmt.<br>Competency<br>Evaluation | Culinary<br>Skills<br>Competency<br>Evaluation | Internship<br>Capstone<br>Project |
|---|---------------------------|----------------------------------|--|--|-----------------------------------|
| <ul style="list-style-type: none"> <li>Apply theories and concepts of baking and cooking and implement necessary techniques to operate or function in a commercial kitchen and bakery.</li> </ul>                                 | 0                         | 0                                | 0  | 1  | 1                                 |
| <ul style="list-style-type: none"> <li>Demonstrate ability to practice concepts of customer service and operate front desk operations for lodging venues.</li> </ul>  | 0                         | 0                                | 0  | 0  | 1                                 |
| <ul style="list-style-type: none"> <li>Analyze the food, beverage and lodging cost-control cycle and accounting practices and implement controls to maintain costs and ensure profitability.</li> </ul>                           | 0                         | 1                                | 0  | 0  | 1                                 |
| <ul style="list-style-type: none"> <li>Demonstrate the ability to implement sales, marketing and promotion and utilize resources to develop and implement marketing plans for foodservice, lodging and tourism venues.</li> </ul> | 0                         | 0                                | 0  | 0  | 1                                 |
| <ul style="list-style-type: none"> <li>Discuss the importance of the manager's role and ethics associated with executive management and how they lead and inspire staff to achieve mission and goals.</li> </ul>                  | 0                         | 0                                | 1  | 0  | 1                                 |
| <ul style="list-style-type: none"> <li>Identify health, building and fire codes and implement requirements to maintain a safe hospitality environment.</li> </ul>   | 1                         | 0                                | 0  | 0  | 1                                 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

## ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

| <b>Measure</b>                    | <b>Description</b>   | <b>Frequency/<br/>Start Date</b> | <b>Collection<br/>Method</b>                    | <b>Administered<br/>by</b> |
|-----------------------------------|--|----------------------------------|---|----------------------------|
| ServSafe Nat'l Exam               | Measures students' ability to identify and implement sanitation standards                              | Semester-week 15                 | National Exam                                   | Assigned Instructor        |
| Cost Control Final Exam           | Measures students' ability to analyze the food service cost control cycle and make budget decisions    | Semester-Week 15                 | Final Exam                                      | Assigned Instructor        |
| Culinary Skills Competency Exam   | Measures students' proficiency/competency with cooking theory, concepts and techniques                 | Semester Week 14                 | Practical Evaluation                            | Assigned Instructor        |
| Dining Room Mgmt. Competency Exam | Measures students' proficiency/competency with facility operations and customer service                | Semester-continuous              | Practical Evaluation/<br>Customer Comment Cards | Assigned Instructor        |
| Internship Capstone Project       | Measures students' proficiency/competency in management skills within a supervised internship capacity | Semester-continuous              | Capstone Projects                               | Assigned Instructor        |

## ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

### **General Implementation Strategy**

Faculty will meet at least 3 times per academic year (August, January and May) to continuously review and update the assessment plan. Outcomes and assessment are also discussed at monthly faculty meetings. The current timeline for implementing the various components of the program assessment plan is:

|                  |                                      |
|------------------|--------------------------------------|
| October/November | Plan Revisions                       |
| Annually         | Data Collection                      |
| May              | Data Analysis and Report Preparation |

### **Method of Data Analysis and Formulation of Recommendations for Program Improvement**

The program faculty will meet several times per year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15<sup>th</sup> each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

### **Modification of the Assessment Plan**

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director's office and the Office of Academic Affairs.

## **APPENDIX A: SERVSAFE NATIONAL EXAM**

### **Measure Description:**

This is a national certification exam distributed by the National Restaurant Association's Education Foundation. The program has utilized this exam since 1983 and finds it to be reliable and valid. The exam tests for food safety and sanitation concepts and practices of which an understanding is necessary to decrease the risk of food borne illness. It is a multiple choice exam of 90 questions. The exam tool is sent certified mail to the instructor and must be strictly proctored. The completed exam answer sheets along with the exam tool and any unused exams are mailed back to the National Restaurant Association for scoring. A current ServSafe certificate is required to take the culinary lab classes.

NOTE: (An attachment of the exam tool is not provided as it is the property of the Nat'l Rest. Assoc.)

### **Factors that affect the collected data:**

The exam is optional therefore the sample size is less than the total class enrollment which could skew the data. The exam is now mandatory which means students of varied abilities will take the ServSafe exam, which will skew data from previous years when the exam was voluntary.

### **How to interpret the data:**

Specifically, for both objectives and outcomes the data provides very accurate results. The data is known one month after the exam, so faculty can make changes in instruction methodology if needed.

The test results provide data that allows UAA student scores to be compared to national scores.

## **APPENDIX B : CA A107 Cost Control Final Exam**

### **Measure Description:**

The CA A107 Cost Control final exam takes place during the 15<sup>th</sup> week of the semester. The exam results reveal student competency levels in certain key cost control areas:

1. Define and interpret basic accounting and cost control principles in foodservice operations
2. Demonstrate mathematical functions related to foodservice operations
3. Demonstrate an understanding of basic financial statements
4. Apply the principles and concepts of cost control to financial decisions in foodservice operations
5. Understand and apply standardized recipes

The exam requires approximately 1.5 hours to complete.

Exam is closed book and comprehensive. Student is allowed utilize a calculator and scratch paper. All answers are recorded on a Scantron sheet. The exam consist of 40 multiple choice questions and 60 fill in the blank questions that requires mathematical calculations to answer.

### **How to interpret the data:**

The overall objective is to determine if student learning outcomes are being met for this course. To determine this, one can look at the data from two separate but related perspectives. First, the test scores derived from the Cost Control Final Exam can be reviewed to determine the progress of each individual student. Next, the data can be compiled and used to determine the progress of the entire class or a cohort. This information can then be used to help the instructor to make changes in teaching and/or curriculum revision.

As for competency level it is expected that students would be competent at these score levels which are derived from the Menu Costing Project evaluation:

- -55% - 69%            Poor
- -70% - 80%           Adequate
- -81% - 90%           Good
- -91% - 100%        Excellent

## **How to interpret the data:**

The overall objective is to determine if student learning outcomes are being met for this course. To determine this, one can look at the data from two separate but related perspectives. First, the test scores derived from the Cost Control Final Exam can be reviewed to determine the progress of each individual student. Next, the data can be compiled and used to determine the progress of the entire class or a cohort. This information can then be used to help the instructor to make changes in teaching and/or curriculum revision.

As for competency level it is expected that students would be competent at these score levels which are derived from the Menu Costing Project evaluation:

- -55% - 69%            Poor
- -70% - 80%           Adequate
- -81% - 90%           Good
- -91% - 100%        Excellent

**CA A107 Culinary Cost Control ( 3 cr.)**

**Sample:**

**Final Exam results – Evaluation Sheet**

**Evaluation is based on the course final exam.**

| <b>Competency tested</b>  |             |                 |             |                  | <b>Competency Level*</b> |              |
|---|-------------|-----------------|-------------|------------------|--------------------------|--------------|
|   | <b>Poor</b> | <b>Adequate</b> | <b>Good</b> | <b>Excellent</b> | <b>Weight</b>            | <b>Score</b> |
| 1. Define and interpret basic accounting and cost control principles in foodservice operations        | 1           | 2               | 3           | 4                | x 3 =                    |              |
| 2. Demonstrate mathematical functions related to foodservice operations                               | 1           | 2               | 3           | 4                | x 3=                     |              |
| 3. Demonstrate an understanding of basic financial statements   | 1           | 2               | 3           | 4                | x 3 =                    |              |
| 4. Apply the principles and concepts of cost control to financial decisions in foodservice operations | 1           | 2               | 3           | 4                | x 5 =                    |              |
| 5. Understand and apply standardized recipes  | 1           | 2               | 3           | 4                | x 4 =                    |              |

Total Score:

\*Competency levels:

|             |           |
|-------------|-----------|
| -55% - 69%  | Poor      |
| -70% - 80%  | Adequate  |
| -81% - 90%  | Good      |
| -91% - 100% | Excellent |

-Poor: Student is not competent enough with the skill to accurately explain or demonstrate it.

-Adequate: Student can understand and comprehend the skill with some clarity, but is not fully competent.

-Good: Student can analyze and synthesize the skill with a clear understanding.

-Excellent: Student can evaluate, explain and demonstrate the skill with confidence and can apply said skill to similar problems or scenarios (transference).

## APPENDIX C: BAKERY SKILLS COMPETENCY EVALUATION

### **Measure Description:**

CA A202 Advanced Baking is a required course for the AAS degree in Culinary Arts. The Bakery Skills Competency Evaluation will take place in the 14<sup>th</sup> week of the semester. The instructor will assess the student on a final project to be completed within a required time frame and from a specific category of product (i.e., pastries, cakes). The instructor will observe and assess the students based on a set of performance criteria. The Bakery Skills Competency Evaluation consists of six areas of criteria in which the student must perform proficiently. The categories are:

**Menu-** menu selection and research complete within required time frame

**Appearance of Finished Product-** innovative and aesthetic plate presentation, balance of colors, appropriate shape, focus and flow

**Taste of Finished Product-** texture, taste, aromatic, mouth feel, flavor balances

**Sanitation and Safety-** safe and sanitary work habits, clean stations, food products cooked to the proper temperature

**Selection of Project-** degree of difficulty, seasonality

**Time Management/Organization-** completion of project within required time frame

### **How to interpret the data:**

Each standard will be given a point value from 1-10 depending on the level of importance to the final project. Students will be scored from 0-3, depending on their level of proficiency:

|             |    |
|-------------|----|
| Outstanding | =3 |
| Superior    | =2 |
| Competent   | =1 |
| Inadequate  | =0 |

The student score will be multiplied times the point value for an overall score for each category. All scores will be tabulated to result in a final score.

### **Grading Scale:**

|              |                    |
|--------------|--------------------|
| 90-99-       | Outstanding        |
| 80-89        | Superior           |
| 70-79        | Competent          |
| 60-69        | Improvement Needed |
| Less than 60 | Inadequate         |

## CA A202 Advanced Baking

**Practical Evaluation:** This evaluation constitutes one fifth of the student's final grade, it consists of a one part performance evaluation of the following criteria. Students will apply methods, concepts, principles & theories to complete practical examination. Each student will demonstrate the ability to create three different menu items from the stated category. Time limit for this evaluation will be 4.5 hours.

| Performance Standard  | Point Value<br>(1-10) | Student Level<br>(0-3) | Overall |
|---|-----------------------|------------------------|---------|
| 1. Menu:<br>a. Menu research<br>b. Menu prepared in 15 minutes  | 4                     | X                      | =       |
| 2. Selection of project:<br>a. Degree of difficulty<br>b. Seasonality   | 6                     | X                      | =       |
| 3. Appearance of product:<br>a. Portion size<br>b. Ingredient colors harmonize.<br>c. Appropriate garnish on finished product<br>d. Presentation of finished product<br>e. Creativity and craftsmanship | 6                     | X                      | =       |
| 4. Taste of finished presentation:<br>a. Flavor balance<br>b. Texture<br>c. Aromatic<br>d. Nutritional balance  | 6                     | X                      | =       |

- 5. Sanitation & Safety
    - a. Clean and complete uniform
    - b. Hair under control
    - c. Hands washed as needed
    - d. Work area sanitized
    - e. Products kept at proper temperature
    - f. Tools are in excellent condition
    - g. Safety considered when handling knives
    - h. Clean, organized work area
  
  - 6. Time Management/Organization
    - a. Project completed in acceptable time
    - b. Mise en place, everything in order
    - c. Sense of urgency
    - d. Order of Operation
    - e. Formula submitted with project
- 4            X            =
- 7            X            =

**Grading Scale:**

|              |                    |
|--------------|--------------------|
| 99-90 points | Outstanding        |
| 89-80 points | Superior           |
| 79-70 points | Competent          |
| 69-60 points | Improvement Needed |
| Less than 60 | Inadequate         |

**Student Level:**

|               |
|---------------|
| 3 Outstanding |
| 2 Superior    |
| 1 Competent   |
| 0 Inadequate  |

## APPENDIX D: CULINARY SKILLS COMPETENCY EVALUATION

### **Measure Description:**

CA A201, A la Carte Kitchen, is a required course for both the AAS and BA degree. Each performance standard has a corresponding point value between 5 and 15, depending on the importance of the standard. Each student will be scored and the points tabulated to determine proficiency levels. The practicum will take place in the 14<sup>th</sup> week of the semester. The instructor will observe and assess the skill level of the student for two class sessions at two different food production stations. The Culinary Skills Competency Evaluation will assess the following criteria each worth 25 points:

**Sanitation-** industry standard, clean and assigned professional attire

**Mise En Place-** station set up in required time frame, appropriate tools

**Timeliness/Accuracy-** time management, ability to multi-task

**Accuracy in Food Quality and Presentation-** food cooked accurately, presentation and garnish complete

**Teamwork-** communication skills, focuses and able to perform under pressure

### **How to interpret the data:**

Individual performance standards will allow faculty to determine student strengths and opportunities for improvement in regards to the course objectives. Individual student scores for the Culinary Skills Competency Evaluation will be tabulated and categorized in the following grading scale:

|                   |         |
|-------------------|---------|
| Exceptional       | 125-150 |
| Good              | 100-124 |
| Acceptable        | 75-99   |
| Needs Improvement | 50-74   |
| Unacceptable      | 0-49    |

## CA A201 A la Carte Kitchen

**Performance Evaluation (130 pts):** The final performance evaluation will consist of a practical demonstration of skill in two stations. Each student will be graded on mise en place, sanitation, timeliness and accuracy, food quality and presentation.

| <b>CA A201 A la Carte Kitchen</b>   |                    | Student Name:        |                |
|---|--------------------|----------------------|----------------|
| <p><b>Performance Evaluation (130 pts):</b><br/>                     The final performance evaluation will consist of a practical demonstration of skills throughout the semester. Each student will be graded on mise en place (25 points), sanitation (25 points), timeliness (25 points), Accuracy/food quality/Presentation (20 points), and Teamwork (35 points)</p> |                    |                      |                |
| <u>Performance Standard</u>   | <u>Point Value</u> | <u>Student Score</u> | <u>Overall</u> |
| <b>1. Mise en place</b>   |                    |                      |                |
| a. Set up station with all food equipment needed in order to prepare food for restaurant lunch service within required time frame   | 5                  |                      |                |
| b. Sharp knives   | 5                  |                      |                |
| c. Utilize correct tools for each task to be performed  | 5                  |                      |                |
| d. Prepared   | 10                 |                      |                |
| <b>2. Sanitation</b>  |                    |                      |                |
| a. Follow industry standard sanitation guidelines for food handling   | 5                  |                      |                |
| b. Clean and assigned professional attire   | 5                  |                      |                |
| c. FIFO   | 5                  |                      |                |
| d. Appearance   | 10                 |                      |                |
| <b>3. Timeliness</b>  |                    |                      |                |
| a. Utilize time efficiently   | 5                  |                      |                |
| b. Appropriately prepare and coordinate food production in required time frame  | 5                  |                      |                |

|               |    |  |  |
|---------------|----|--|--|
| c. Multitask  | 5  |  |  |
| d. attendance | 10 |  |  |

**4. Accuracy/Food quality/Presentation**

|  |   |  |  |
|--|---|--|--|
| a. Cook all food items to the accurate doneness  | 5 |  |  |
| b. Accurately prepare foods                      | 5 |  |  |
| c. Plate to the guidelines set out for each dish | 5 |  |  |
| d. Garnish each dish appropriately               | 5 |  |  |

**5. Teamwork**

|                           |    |  |  |
|---------------------------|----|--|--|
| a. Clear communication    | 5  |  |  |
| b. Focused                | 5  |  |  |
| c. Troubleshoot           | 5  |  |  |
| d. Proactive              | 5  |  |  |
| e. Perform under pressure | 5  |  |  |
| f. Conduct                | 10 |  |  |

130

0

**Grading Scale:**

- 130-115 A
- 114-99 B
- 98-83 C
- 82-67 D
- 66-0 F

|                 |
|-----------------|
| <b>Comments</b> |
|                 |

## **APPENDIX E: DINING ROOM MANAGEMENT COMPETENCY EVALUATION**

### **Measure Description:**

The Dining Room Management Competency evaluation will measure a student's performance against a set standard of proficiencies. CA A224 is a required laboratory course for both the AAS and BA degrees. There are 13 performance standards that a student will be assessed on and each standard is given a corresponding point value (1-10) in terms of importance. The student will be assessed and observed over the course of the semester and will be given a rating for each performance standard:

0= below minimal

1= minimal

2= competent

3= superior

The point value will be multiplied by the student score for each performance standard resulting in a total point value. The grading scale will range from inadequate to outstanding.

### **Factors that affect the collected data:**

Students may not complete the course

Attendance and test anxiety could affect the data collection.

### **How to interpret the data**

The assessment rubric is designed so that specific performance standards are identified. Each performance standard is given a rating that reflects its importance in the course outline, ranging from 1-10. The student score will be multiplied times the importance level to pinpoint specific deficiencies and successes of the individual students. This data will then be measured against the program outcomes to determine if students are meeting the expected objectives of the course.

## CA A224 Hospitality Service

**Service Evaluation-** Students will be assessed on the following performance standards throughout the course of the semester. Each standard has a point value (1-10 based on importance) and the student score will be multiplied by this point value for an overall score.

| Performance Standard  | Point Value | Student Score | Overall |
|---|-------------|---------------|---------|
| 1. Stocks station correctly and within required time frame  | 5           | X             | =       |
| 2. Sets/resets table correctly and within the required time frame   | 5           | X             | =       |
| 3. Greets guests promptly   | 8           | X             | =       |
| 4. Shows competency in explaining menu items  | 8           | X             | =       |
| 5. Shows accuracy and timeliness in taking and completing orders; shows ability to multi-task                                   | 10          | X             | =       |
| 6. Maintains friendly and cooperative attitude towards guests, students and faculty; responds well to suggestions and critiques | 10          | X             | =       |

| <b>Performance Standard</b>  | <b>Point Value</b> | <b>Student Level</b> | <b>Overall</b> |
|--|--------------------|----------------------|----------------|
| 7. Maintains uniform and personal hygiene standards                      | 6                  | X                    | =              |
| 8. Consistent and reliable attendance; arrives on time and ready to work | 10                 | X                    | =              |
| 9. Show proficiency and accuracy with MICROS system                      | 7                  | X                    | =              |
| 10. Follows correct order of operations for the Lucy Cuddy Dining Room   | 10                 | X                    | =              |
| 11. Maintains proper sanitation and safety procedures                    | 6                  | X                    | =              |
| 12. Maintains sense of urgency and team work attitude                    | 8                  | X                    | =              |
| 13. Show proficiency in management tasks                                 | 7                  | X                    | =              |

**Grading Scale:**

|                      |           |                          |                           |
|----------------------|-----------|--------------------------|---------------------------|
| <b>Superior</b>      | <b>=3</b> | <b>300 points total-</b> | <b>Outstanding</b>        |
| <b>Competent</b>     | <b>=2</b> | <b>250-299-</b>          | <b>Superior</b>           |
| <b>Minimal</b>       | <b>=1</b> | <b>200-249-</b>          | <b>Competent</b>          |
| <b>Below minimal</b> | <b>=0</b> | <b>100-199-</b>          | <b>Improvement Needed</b> |
|                      |           | <b>Less than 99</b>      | <b>Inadequate</b>         |

## **Appendix F: Internship Capstone Project**

### **Measure Description:**

CA A495, Hospitality Internship, is designed to provide supervised management training for a capstone experience within a hospitality setting. It is a required course for the BA degree in HRM. The internship consists of 500 hours of work experience and 100 hours of related projects and presentations. The goal of the Hospitality Internship is to assure that students are acquainted with hospitality industry working conditions, to supplement theoretical and academic subject matter with practical experience and to guide students in selecting permanent employment upon graduation. The intern is required to choose 3 projects to complete in order to enhance the learning experience.

Suggested topics include:

- Menu Development and Costing
- New Product Sampling
- Evaluation of Security and Theft Prevention Techniques
- Revision of kitchen/dining room operation manual(s)
- Revision of Employee Manual(s)
- Develop of Marketing/Promotional Plan
- Revision of Front Desk Operation manual(s)

### **Factors that affect the collected data:**

Work experience at specific job sight might not be pertinent to some objectives

### **How to interpret the data:**

For all three projects, the intern must present their final research to the intern preceptor for assessment. The instructor will use the Internship Capstone Evaluation tool to determine if the goals and objectives of the internship were met. Each performance standard will have a corresponding weight of importance multiplied by the student score.