

**Student Learning Summary Form AY2015-16**

**Due to your dean by June 1**

**Due from dean to assessment office by June 15**

**Degree Program Name:** Food Service Management  
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**Contact Name and Email** Wan-Ju Yen,

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

**Part One**

<b>a. What learning outcomes did you assess this year?</b>  If this is a graduate program, indicate the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.	<b>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b>	<b>c. What expectations did you establish for achievement of the outcome?</b>	<b>d. What were the actual results?</b>	<b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b>
1. To design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.	(1) a food science project (2) AHS 428	90% of the students will earn 80% of the possible points or better on the project proposal	100% of the students earned 80% of the possible points or better on the project proposal	(1) Mrs. Traci Ray (2) at the program faculty meeting
2. To correctly collect data for the research project.	(1) a food science project final report; the procedures section. (2) AHS 428	90% of the students will earn 80% of the possible points or better on the project final report.	100% of the students earned 80% of the possible points or better on the project final report.	(1) Mrs. Traci Ray (2) at the program faculty meeting
3. To correctly interpret data from the research project.	(1) a food science project final report; the remaining sections. (2) AHS 428	90% of the students will earn 80% of the possible points or better on the project final report.	100% of the students earned 80% of the possible points or better on the project final report.	(1) Mrs. Traci Ray (2) at the program faculty meeting
4. To communicate the results of their research project	(1) a food science project presentation. (2) AHS 428	90% of the students will earn 80% of the possible points or better on the project presentation.	100% of the students earned 80% of the possible points or better on the project presentation.	(1) Mrs. Traci Ray (2) at the program faculty meeting
5. To plan an employee in-service on sanitation/safety	(1) an in-service plan (2) AHS 434	90% of the students will earn 80% of the possible points or better.	100% of the students earned 80% of the possible points or better.	(1) Mrs. Carol Reed (2) at the program faculty meeting
6. To perform an in-service on sanitation/safety.	(1) an in-service presentation (2) AHS 434	90% of the students will "meet" or "exceed" the expectation as defined by the	100% of the students met the expectation	(1) Mrs. Carol Reed (2) at the program faculty meeting

		preceptor.		
7. To conduct a sanitation/safety inspection	(1) a sanitation/safety inspection (2) AHS 434	90% of the students will "meet" or "exceed" the expectation as defined by the preceptor.	100% of the students met the expectation	(1) Mrs. Carol Reed (2) at the program faculty meeting
8. To perform a mock employee interview	(1) an employee interview (2) AHS 430	90% of the students will earn 80% of the possible points or better on preparing and giving the employee interview.	100% of the students earned 80% of the possible points or better on preparing and giving the employee interview.	(1) Mrs. Traci Ray (2) at the program faculty meeting
9. To prepare a mock employee performance evaluation	(1) an employee performance evaluation. (2) AHS 430	90% of the students will earn 80% of the possible points or better when preparing an employee performance evaluation	100% of the students earned 80% of the possible points or better when preparing an employee performance evaluation	(1) Mrs. Traci Ray (2) at the program faculty meeting
10. To write an employee schedule	(1) an employee schedule (2) AHS 430	90% of the students will earn 80% of the possible points or better when writing an employee schedule	100% of the students earned 80% of the possible points or better when writing an employee schedule	(1) Mrs. Traci Ray (2) at the program faculty meeting
11. To write a policy and procedure	(1) A policy and procedure assignment (2) AHS 430	90% of the students will earn 80% of the possible points or better on the policy and procedure assignment	100% of the students earned 80% of the possible points or better on the policy and procedure assignment	(1) Mrs. Traci Ray (2) at the program faculty meeting
12. To perform recipe conversion calculations	(1) recipe conversion calculations (2) AHS 430	90% of the students will earn 80% of the possible points or better on recipe conversion calculations	100% of the students earned 80% of the possible points or better on recipe conversion calculations	(1) Mrs. Traci Ray (2) at the program faculty meeting
13. To perform daily cash transactions and related paperwork	(1) a cash transaction assignment (2) AHS 434	90% of the students will "meet" or "exceed" the expectation as defined by the preceptor.	100% of the students met or exceeded the expectation	(1) Mrs. Carol Reed (2) at the program faculty meeting

\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

*If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.

- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

## **Part Two**

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students’ learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator’s feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.**

*If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.*

All outcomes were met at 100%. The assessment identifies key components for the Food Service Management major, but also some might not apply to the current trend. We will propose changes to the outcome assessment plan in 2016-2017.

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: BS in Food Service Management Date: 7.26.16

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes are identified.	<input checked="" type="checkbox"/> Outcomes were identified <input checked="" type="checkbox"/> Some of the outcomes are specific, measurable, program-level outcomes. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were

				assessed in this cycle.
<p><b>2. Measures &amp; Performance Goals</b></p>	<input type="checkbox"/> No measures are provided.  <input type="checkbox"/> No goals for student performance are identified.	<input checked="" type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.  <input type="checkbox"/> Measures are primarily indirect.  <input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.  <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.  <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.  <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.  <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.  <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	<input type="checkbox"/> Multiple measures were provided, and a majority are direct.  <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.  <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.  <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.  <input type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)  <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.  <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.

				<input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
<b>3. Results</b>	<input type="checkbox"/> No data are being collected.  <input type="checkbox"/> No information is provided about the data collection process.  <input type="checkbox"/> No results are provided.  <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected.  <input type="checkbox"/> Some data are being analyzed.  <input type="checkbox"/> Some results are provided.  <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.  <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed.  <input checked="" type="checkbox"/> Results are provided.  <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.  <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.  <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <input type="checkbox"/> Assessment primarily is the responsibility of the program chair.  <input checked="" type="checkbox"/> No improvements (planned or actual) are identified.  <input checked="" type="checkbox"/> No reflection is offered about previous results or	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <input checked="" type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.  <input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Results regularly are shared with the faculty.  <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.  <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.  <input type="checkbox"/> Faculty and other important

	plans.	<input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.	<input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.	<input type="checkbox"/> Assessment is integrated with teaching and learning.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input checked="" type="checkbox"/> <b>Level 1 - Developing</b>	<input type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>		

## COMMENTS

### Strengths, Concerns, Recommendations for Improvement

#### 1. Learning Outcomes

With the exception of outcome #1, the outcomes listed here are too narrow to be program outcomes. I encourage you to revise/combine them into broader program goals.

#### 2. Measures & Performance Goals

Thirteen measures are listed here, but some are portions of the same project (1-4, 5-6, 8-10). If you combined some of the outcomes, you could reduce the measures as well (although again, I recognize it might be simpler to assess them piece by piece). I also would appreciate having more detail about the assignments so that I easily can connect them to the related outcome.

#### 3. Results

Students met all of the established performance expectations, but no specific details about what they know/can do and don't know/can't do were provided.

#### 4. Engagement & Improvement

Three program faculty collect and analyze assessment data, which they share at a faculty meeting. How often does this occur? Part Two is too brief to demonstrate the program's commitment to improvement. In next year's report, please include more analysis and reflection about what assessment has "taught" you about student learning, what improvements you've seen, and what changes you will make in response to recent results. Is there evidence of continuous improvement in student learning?

I look forward to learning more about your assessment program next year!