

Counseling Learning Assessment Report

Program Name: Culinary Arts

Year Assessed: 2013-2014

Date: September 1, 2014

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SNAPSHOT

Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment	Next Steps
<p><i>SLO 4a: SWiBAT</i> (Student will be able to) <i>identify resources</i></p>	<p>New culinary majors were invited to the 8/15/2013 New Culinary Arts major welcome reception.</p> <p>The event was not mandated, and included FY (first semester), transfer, and continuing students who were entering their first semester of culinary arts</p>	<p>70 % of the participants will be able to identify resources based on the survey of five (5) questions.</p> <p>Competent = “Strongly agree” or “Agree” to 3 or more questions</p> <p>Not Competent = “Disagree,” “Strongly disagree,” or “Don’t know” to 3 or more questions</p>	<p>New culinary majors were allowed to attend with family members and/or friends.</p> <p>The first half of the event was socially focused, with a light buffet and faculty introductions. Students then moved to hear a presentation on resources and academic reminders, while friends and family remained at the reception to chat with faculty. At the end of the presentation,</p>	<p>41 new majors attended the reception, and 41 completed the survey.</p> <p>100% (41 students) scored into the Competent range, and 0% fell into the Not Competent range.</p> <p>A minimum of 90% of survey responses were “Agree” (A) or “Strongly Agree.”</p>	<p>After assessing the effectiveness of the welcome reception, host the reception each fall semester.</p> <p>Effectiveness will be measured by comparing new student data when there was no welcome reception, against the data of new fall 2013 students who did attend the welcome reception.</p> <p>Determine whether holding the welcome reception works best if held on the same day as</p>

	<p>studies in fall 2013</p>		<p>students were asked to complete a survey.</p> <p>The survey asked the following questions related to resources:</p> <ol style="list-style-type: none"> 1. I know who my instructors are 2. I know who my counselor is and the help I can receive 3. I understand my degree course requirements 4. I understand the purpose/utilization of Laulima 5. I understand the purpose/utilization of STAR <p>2nd step: survey data and methodology was reviewed. Based on survey results students were sorted into two (2) groups: Competent and Not Competent.</p>	<p>(SA) This level of achievement exceeded the 70% achievement benchmark, and validated that the outcomes of the welcome reception were met.</p> <p>The survey question, “I understand the purpose/utilization of STAR” scored the lowest at 90.24% (SA + A). However, this is not a major concern because FY students who enrolled in CULN 111 saw the STAR usage presentation by Peer Mentors, and instructor Kristie Fujimoto assigned students to fully complete STAR planner through the end of their academic goal. Fall 2013 was the first semester the FYE office mandated that FY students</p>	<p>the mandatory NSO III, or on a separate day. Decide what level of comfort with STAR and Laulima is adequate at this early stage in a student’s academic experience. utilization of BLT peers</p>
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				<p>complete a minimum of three STAR Academic Planner semesters to be able to register for spring 2014 classes.</p> <p>100% of the 41 survey respondents noted SA or A for this question: "I know who my counselor is and the help I can receive."</p>	
Example: SLO 1b					

DATA COLLECTION & ANALYSIS

	Guiding Questions	Response
Means of Assessment and Criterion for Success	1. What were the specific assessment tools used?	<i>A post-reception survey measuring five items was given to FY students at the conclusion of the 8/15/2013 new culinary arts student welcome reception event. Optional "Go Forward! Agree to Degree" pledge forms were available, and approximately 80% of the FY students pledged.</i>
	2. What is the criterion for success? Did you reach it?	<p><i>A goal of 70% or higher of survey respondents answering either SA (Strongly Agree) or A (agree) was the target for each question.</i></p> <p><i>Based on the data obtained from the assessment survey completed by students after the fall 2013 welcome reception, at least 90% of survey responses fell into "Agree" or "Strongly Agree." This level of achievement validated that the outcomes of the event were achieved.</i></p>

<p>Analysis of Data Collected</p>	<p>3. Summarize the outcomes, means of assessment and criteria for success. Include the program's process for determining who participated in the assessment and the sample size.</p>	<p><i>41 new fall 2013 Culinary Arts students attended the welcome reception and orientation, and 41 chose to complete the survey.</i></p> <p><i>90.24% (SA + A) was the lowest rating, for the "I understand the purpose/utilization of STAR." However, this is not a major concern, because FY students who enrolled in CULN 111 in fall 2013 had Peer Mentors do a STAR usage presentation, and CULN 111 instructor Kristie Fujimoto assigns students to complete STAR planner though the end of their academic goal. In addition, fall 2013 was the first semester FY students were mandated to complete a minimum of 3 STAR Academic Planner semesters to be able to register for spring 2014, so FY students had access to additional STAR resources during their first semester.</i></p> <p><i>A high of 100% (SA + A) was noted for two post-event survey questions:</i></p> <p><i>*I know who my counselor is, and the help I can receive. * I understand my responsibilities as a student (advising, conduct).</i></p> <p><i>Narrative comments: While only one student noted "Time" as the "Least helpful part of Today's orientation" as a way to improve the event, the majority of FY students commented that the best part of the orientation was hearing the instructors speak about their careers and thus being more comfortable starting the fall semester.</i></p>
	<p>4. What do the data tell us about this process in terms of goals, outcomes, and means of assessment; defined criteria for success; implementation process; and data collection?</p>	<p><i>The survey questions yielded data which was helpful for assessment purposes. Basically, the survey questions confirmed that first year students who attended the orientation achieved the outcome of gaining information on campus resources. In addition, the students reported feeling more comfortable beginning the fall term, as they knew who their CULN and FSHE instructors were. Comfort leads to student engagement.</i></p> <p><i>The survey data indicates that new fall 2013 students who attended the August 2013 welcome reception and orientation met the criteria for success for SLO 4a: SWiBAT identify resources.</i></p> <p><i>The welcome reception/orientation met the event's outcome—that students who attended the event were able to identify resources.</i></p>

NEXT STEPS

Guiding Questions	Response
5. What do the data indicate about program improvement? What, if anything, needs to be done at the program level to improve student learning? What resources are necessary to accomplish this?	<i>The continued availability of Peer Mentor assistance even after the grant has ended, is important to continue CULN 111 STAR usage presentations. In addition, clerical help to assist in data assessment has been provided starting summer 2014, and will allow me to revisit this SLO, and compare post-fall 2013 (welcome reception attendees) vs. post-fall 2012 (no welcome reception offered) student achievement such as GPA and retention from fall to spring.</i>

Strategy type	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related	Resources Reallocation	Resource Request
Based on your “next steps”, what changes might be needed in your unit to complete the cycle for this intervention?	Do you need to revise Office Structure within your unit? <i>(See guide for examples)</i>	Do you need to revamp administrative procedures within your program? <i>(See guide for examples)</i>	Should you modify your relationships with other programs in the unit or college? <i>(See guide for examples)</i>	Should you modify your relationships with community partners or other UH system colleges? <i>(See guide for examples)</i>	Do you need to update your assessment method to measure your SLO? <i>(See guide for examples)</i>	Should you reallocate resources already provided by VCSA, VCAA or Academic Deans? <i>(See guide for examples)</i>	Are you requesting new resources? If so, what resources will you request? <i>(See guide for examples)</i>
Intervention #1 First semester students were invited to a new student welcome reception. 41 new CULN students attended.	NA	NA	Yes – include more peer mentors in the welcome reception.	NA	NA	NA	Yes, I am requesting a budget for peer mentors to assist at the reception.
Intervention	NA	NA	NA	NA	NA	NA	Yes. Clerical

#2 Assess the effectiveness of the welcome reception by comparing fall 2012 FY students (no welcome reception) with fall 2013 FY students who attended the welcome reception.							help to collect assessment data to determine the effectiveness of the welcome reception on student's ability to identify resources.
Intervention #3 Continue to encourage full departmental participation of faculty and staff at the reception	NA						
Intervention #4 Seek out additional resources to increase student comfort level with Laulima.	NA						

CLOSING THE LOOP

Guiding Questions	Response
6. What improvements have already been made?	<i>I will continue to work with the CULN 111 instructors to have Peer Mentors present on STAR's usage. It is not a concern that a first year student who hasn't even begun his/her first term does not understand the utilization and purpose of STAR, because this is covered in detail in CULN 111.marketing, and paralegal) and department chair were asked to assume coordination and marketing of the welcome reception.</i>
7. Will the SLO remain the next academic year? Will the assessment/ methodology remain the same?	<p><i>No, to develop a more coordinated and comprehensive assessment for this new 3-year cycle, the Business/Legal, Culinary, and Hospitality cluster counselors have added two new SLOs to address and assess students' learning connected to the students' educational goals.</i></p> <p><i>PLG 1: Students will identify and implement a plan to achieve their educational goal(s).</i></p> <ul style="list-style-type: none"> • <i>SLO 1b: SWiBAT develop an accurate STAR academic plan (AY 14-15)</i> • <i>SLO 1d: SWiBAT effectively register for courses applicable to their educational goal (AY 15-16)</i> <p><i>PLG 4: Students will be aware of campus and/or community resources/policies and engage in activities and services that fulfill their needs and interests.</i></p> <ul style="list-style-type: none"> • <i>SLO 4a: SWiBAT identify resources (AY 13-14)</i>