

## Problem

The rubric previously used within the Culinary Arts program to assess student learning in CUA 234: Advanced Line Planning and CUA 134: Application of Food Production Principles was confusing and led to inconsistency in assessment results from past years. Our goal was to assess professionalism, especially in terms of appropriate conduct and technical application in a realistic industry setting, and to develop a more unified and consistent procedure for measuring student performance on these skills. Professionalism was chosen because our advisory committee overwhelmingly said that was the most critical and under-developed skill set with our graduates.



## Plan

The plan was to create a unified rubric to assess intermediate and advanced production students. In fall 2016, we planned to assess the Professionalism & Teamwork ISLO directly, and then develop a program-specific rubric in spring 2017 that would align with the institution-level rubric while also generating more meaningful results that directly pertain to faculty goals for our Culinary Arts students.

The new PSLO rubric now focuses on the skills of professionalism and textual literacy as they pertain to the culinary industry. Our goal was for students in the intermediate courses (CUA 134) to reach a mastery level of “developing” (2) on the rubric and for advanced students (CUA 234) to perform at an “accomplished” level (3). Using a consistent rubric across courses at different levels will give us a way to measure the growth of students’ learning as they progress through the program.

Institution-Level SLO	CUA Program SLO
<b>ISLO 5a-2: Self-Efficacy.</b> Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed.	<b>PSLO 6:</b> Demonstrate commitment to professional growth and interactions with guests and colleagues in industry settings.
<b>ISLO 5b: Appropriate Conduct.</b> Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration.	<b>PSLO 6:</b> Demonstrate commitment to professional growth and interactions with guests and colleagues in industry settings.
<b>ISLO 4d: Textual Literacy.</b> Select suitable information and materials and apply proper methods in order to accomplish tasks.	<b>PSLO 5:</b> Apply problem solving skills in a variety of customer service and industry settings.

## Assessment Activity

The Culinary Arts department uses a buffet that is open to the public that simulates an industry setting to allow students to demonstrate professionalism and textual literacy in a real-world scenario. The students in CUA 234 and CUA 134 are tasked with producing and serving food to 300 people in a buffet setting and are assessed during the Grand Buffet using faculty observation and task list with the professionalism rubric.

## Results and Data

In fall 2016, we used the institution-level rubric to assess CUA students on their ability to demonstrate Professionalism and Teamwork throughout the Grand Buffet. Using this common rubric allowed us to begin establishing a baseline and offered faculty the opportunity to gain familiarity with the core skills valued for this ISLO.

FALL 2016	EXEMPLARY – 4		ACCOMPLISHED – 3		DEVELOPING – 2		BEGINNING – 1	
ISLO/Rubric Dimension	#	%	#	%	#	%	#	%
<b>ISLO 5A-1</b>	<b>11</b>	<b>55.0%</b>	<b>6</b>	<b>30.0%</b>	<b>2</b>	<b>10.0%</b>	<b>1</b>	<b>5.0%</b>
<b>ISLO 5A-3</b>	<b>9</b>	<b>47.4%</b>	<b>7</b>	<b>36.8%</b>	<b>3</b>	<b>15.8%</b>	<b>0</b>	<b>0.0%</b>

The experience with the institution-level rubric directly informed the development of CUA’s program-level rubric for professionalism, for which the primary goals were to maintain alignment with college-wide assessment while clarifying the language to describe what professionalism looks like specific to the industry and what goals faculty have for students in the Culinary Arts program. The newly developed rubric was used for the first time in spring 2017, and results indicate that scoring is more consistent across classes and instructors with this more discipline-specific rubric, but a larger sample size and longitudinal data will be needed in order to establish a reliable baseline and track student growth throughout the program as they progress from the intermediate to the advanced level.

SPRING 2017	EXEMPLARY – 4		ACCOMPLISHED – 3		DEVELOPING – 2		BEGINNING – 1	
ISLO/Rubric Dimension	#	%	#	%	#	%	#	%
<b>5. Problem Solving</b>	<b>1</b>	<b>5.6%</b>	<b>10</b>	<b>55.6%</b>	<b>7</b>	<b>38.9%</b>	<b>0</b>	<b>0.0</b>
<b>6. Professionalism</b>	<b>8</b>	<b>22.2%</b>	<b>23</b>	<b>63.9%</b>	<b>5</b>	<b>13.9%</b>	<b>0</b>	<b>0.0%</b>
<b>6A. Professional Growth</b>	<b>4</b>	<b>22.2%</b>	<b>11</b>	<b>61.1%</b>	<b>3</b>	<b>16.7%</b>	<b>0</b>	<b>0.0</b>
<b>6B. Appropriate Conduct</b>	<b>4</b>	<b>22.2%</b>	<b>12</b>	<b>66.7%</b>	<b>2</b>	<b>11.1%</b>	<b>0</b>	<b>0.0%</b>

## Closing the Loop & Next Steps



Fall 2017 will be used to continue collecting baseline data, especially as CUA faculty further norm the newly developed rubric for the Professionalism PSLO. We would like to norm this rubric further as well as collect feedback from students regarding their understanding and comprehension of the rubric levels and criteria, and we would also like to bring back the customer survey for the next assessment cycle to collect feedback on our students’ professionalism from the perspective of those served during the Grand Buffet.