



Assessment Plan

by the

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INTRODUCTION

This document illustrates the Assessment plan of the *José A. "Tony" Santana International School of Hospitality and Culinary Arts* of the Ana G. Méndez University, Carolina campus. In the first instance, the Assessment model of the academic component of the UAGM Carolina is summarized. Subsequently, they explain the characteristics of the school's Assessment plan. Finally, the evaluation plans of the academic programs that constitute the school are presented. This plan operationalizes the academic component of the UAGM Assessment Model. Program competencies are presented and related to Assessment techniques used to gather information about student learning development and success criteria for each measurement to establish academic achievement.

Program Learning Outcomes

As part of our learning outcomes collection system, UAGM Carolina, document their materials or evidence of assessment using technology. The entire process of managing instruments to measure the development of our students' competencies is carried out through the Blackboard platform. This platform allows us to document the materials or artifacts of the students in each of the courses of the academic program. In addition, it allows the program to collect information digitally, observe how and when the learning assessment was carried out and what feedback was provided to the student to improve their performance. Through the Rubric Evaluation Report, we can have access to the statistics that emerge from the administration of institutional instruments. In the same way, we review the institutional tests that are administered through Blackboard using item analysis and other information that allows us to contribute to the process of internal consistency of the assessment instruments of the hospitality programs. In turn, the professors of the program complete a course appraisal report where they issue recommendations for the program and the course they teach. In this report, the professors share with the institutional assessment office a sample of corrected works to document the learning materials or artifacts aligned with the program.

Assessment Model of The UAGM Carolina

The Assessment model of the UAGM Carolina is framed in the Assessment guidelines formulated by the Ana G. Méndez University System (SUAGM, 2017). The model is based on the concept "Talent Development" as defined by Alexander Astin. From this perspective, our excellence is not defined in terms of resources, reputation, or the students we admit to our institution, but in what we do for students once they come to us. Thus, excellence is observed from the effectiveness of the institution in the development of institutional competencies in students. The model collects information about the educational process of students in the following three stages: before, during and after:

Before: Information is collected about the development of the student's competencies before starting their educational process at the university. A variety of sources are used: educational and sociodemographic information, databases, questionnaires, tests, interviews, and others, to know the environmental circumstances, strengths and limitations of the learner around certain competences considered necessary and important.

During: Refers to the educational experiences that the university provides to the student through academia, student teaching support services, and administrative services. During the educational process the institution creates the necessary conditions in the areas so that the student progressively achieves his educational goal. Information is collected in various areas to monitor the training process of students:

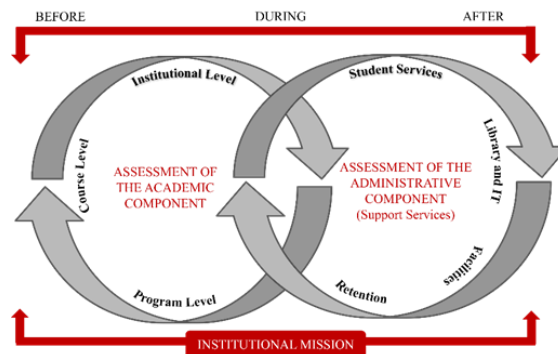
curriculum, teaching, learning, skills, educational materials, technology, support services, guidance, and others. At this stage, various means are used to gather information, namely: direct and indirect Assessment techniques that come from the classroom, examinations, comparative statistical reports, questionnaires, interviews, planned observations and others.

After: The focus of this stage is to know the level of development of competencies in students after having gone through learning experiences and a planned Assessment process. Once the student finishes his training process, it is concluded whether he achieved his educational objective. With this information, changes in the development of the student's competencies are identified.

Calibrating the development of the student's talent allows us to understand the links between before, during and after to promote experiences that develop their abilities to the maximum. According to Astin (1991), learning involves a change in learning, so it is necessary to measure the change in this process. In addition, it is assumed that learning increases when the learner is aware of what he must learn, knows the means and criteria to achieve the development of competences and receives follow-up to improve learning. In this sense, the purpose of Assessment is to collect diverse information to improve the student's learning product. Therefore, the term "*Assessment outcomes*" is closely related to the curriculum (meaning teaching-learning).

The UAGM Carolina Assessment model proposes the integration of two complementary components in the institution: (1) the academic component and (2) the student services component and administrative units. The evaluation of the academic component allows to monitor student learning and to know the development of the competences that contemplate the profiles of the academic programs. It also allows the generation of evaluation plans for academic programs and action plans that promote changes for continuous improvement. This type of Assessment is carried out at three levels: institutional, programmatic and course.

On the other hand, the evaluation of the component of student services and administrative or teaching support units reviews their practices or services through a structured process. It evidences its effectiveness through the collection of valid and reliable information by various Assessment techniques, which allows identifying strengths and limitations in the achievement of goals. Thus, the academic area coordinates institutional efforts with the area of student services and administrative units to improve management processes in support of academia. This Assessment approach aims to evaluate the services offered to students and teachers, encourage changes in teaching support services, and evaluate physical facilities. This allows the institution to ensure that institutional processes and services support learning and the development of students' competencies.



Assessment of the Academic Component

The goals, objectives and activities proposed for the achievement of student learning are raised in an institutional effort to strengthen academic excellence. The efforts are aimed at strengthening three vital levels of learning assessment at UAGM: Institutional, programmatic and course. Each level represents a particular way of gathering information and responds to diverse purposes that are integrated to demonstrate student learning and the fulfillment of the institutional mission.

Assessment at the Institutional Level

This Assessment approach aims to evaluate: the mission and goals in the academic area; encourage changes in teaching support services and ensure that institutional processes and resources support appropriate learning for students and graduates. Through the generation of indicators of institutional effectiveness and institutional Assessment processes, it is possible to obtain periodic monitoring of academic management and incorporate the findings into strategic planning. It is important to indicate that the development of an institutional valuation system must be incorporated into planning and decision-making at the institutional level. The institutional Assessment process uses as a source of information a sample of students, graduates and information located in the UAGM databases. The information-gathering techniques used are questionnaires, interviews, course rubrics of the general education component, tests, or exams, and focus groups. Document review is also carried out to obtain information pertinent to this Assessment approach.

Assessment at the Program Level

The programmatic evaluation has as its purposes, to explore the development of the competencies of the profile of the graduate of the programs (*Program learning outcomes*), update the general objectives and the offer of the academic programs, as well as promote general educational practices that strengthen the vision, goal, and objectives of the institution. The programmatic evaluation also allows the creation of new academic programs and the revision of existing ones. The review of academic programs is a fundamental activity in this component; Through its practice, programs are improved, and their efficiency is determined in all their aspects. In the programmatic evaluation, teachers, students, graduates, and members of the community are used as a source of information, as well as documents related to this type of evaluation. The information gathering techniques used are questionnaires, simulations, various Assessment techniques and tests (*Midpoint, Capstone*). The institution evidences this valuation with direct and indirect measures, some of which are mentioned below.

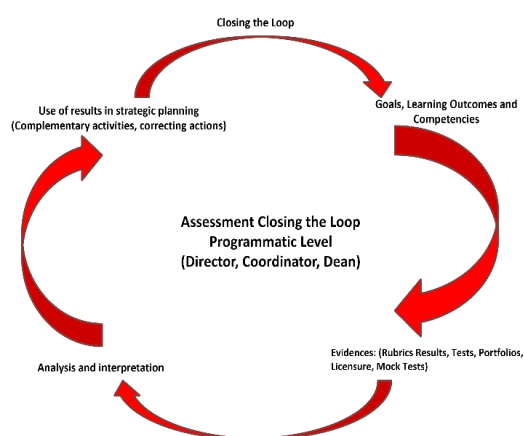
Assessment at the Course Level

Through the course Assessment, it is determined if students have achieved the goals and objectives required by the course upon completion of their course. This type of Assessment proposes to promote educational practices aimed at achieving curricular objectives; It also seeks to strengthen the areas in which students present academic difficulties, provide means of teacher training, and use new technologies as a learning tool. In this Assessment process, teachers, students, and documents related to this type of Assessment (course Assessment reports) are used as a source of information. The institution collects information from students' learning during a variety of techniques such as standardized tests, rubrics, simulations, among others. Similarly, teachers provide course information in the course Assessment report. This report electronically collects demographic information of students, the execution of students in tests and

assessment techniques, compliance with the learning objectives of the course (learning *outcomes* at the course level), corrective actions that the teacher took in the course to improve student learning and recommendations suggested to improve the course.

Closing the Loop and Continue Improvement

The closing of the Assessment cycle consists of completing the Assessment processes with decision-making and monitoring of the actions that are generated. The goals, which emanate from the institutional mission, are clarified in learning goals "*learning goals*" which allows to direct the collection and analysis of information (evidence). The information that is collected allows the generation of actions (action plans or decision making) that address the results of the Assessment and thus carry out the improvement. The Assessment cycle is presented as follows:



Assessment of the José A. "Tony" Santana International School of Hospitality and Culinary Arts

The Evaluation of the José A. "*Tony*" *Santana International School of Hospitality and Culinary Arts* follows the procedures established at UAGM Carolina, considering the specificities of the school. The division dean, school principal, program directors, and faculty meet once a semester to review and discuss Assessment results. Based on the results, a corrective action plan is generated that impacts the school's academic programs. Likewise, a continuous monitoring process is carried out, which supervises compliance with the corrective action plan. The institutional Assessment collects information from students through the administration of the following instruments: questionnaire to employers, questionnaire to graduates, questionnaire of graduates, rubrics that evaluate the Practice of candidates for graduation and questionnaire of Final Evaluation of courses.

The Program Assessment contemplates the clarification of the profile of the graduate, the alignment of the competencies of the profile of the graduate of the programs of the school with the contents of the courses, the curricular revisions and the use of the information collected by the instruments of Evaluation. The information used at this level is provided by instruments such as: questionnaire to employers, questionnaire to graduates, questionnaire of student needs, questionnaire of Final Evaluation of courses, rubrics of practices and the techniques of Assessment used in the courses.

The Course Assessment identifies students' learning gaps and strengths in courses. In addition, it promotes the training of the faculty in Assessment processes and identifies, also, if students completed their

degrees. To publicize the results of the type of level of Assessment, procedures are carried out such as: writing of Evaluation reports of your course by the faculty, standardized tests, and rubrics of practices. The Evaluation reports of the courses produced by the professors of the program will follow a format previously established by the assessment director. On the other hand, the faculty with the collaboration of the assessment director generates standardized tests in areas of specific knowledge to measure student learning. Standardized tests are administered by the school; the analysis of the results is carried out by the Assessment Office.

RELATIONSHIP BETWEEN INSTITUTIONAL MISSION AND MISSION, GOALS AND OBJECTIVES OF THE SCHOOL

UAGM CAROLINA CAMPUS MISSION	SCHOOL MISSION	GOALS	OBJETIVES
<p>Promote learning, respect for diversity and social justice. The Campus promotes the formation of responsible and supportive citizens, capable of contributing to sustainable development...</p> <p>... through a socio-humanistic education of excellence, research, internationalization, entrepreneurship, technology, culture, and community commitment. Its resources support the academic offer post-secondary, undergraduate, graduate, and continuing education, through various modalities, framed in the highest quality standards.</p>	<ul style="list-style-type: none"> Provide highly qualified professionals for the global hospitality industry through excellence in education, training, and research. 	<ul style="list-style-type: none"> Contribute to the integrated student development through the offering of orientation, support, and assistance in those needed personal and professional areas. Provide the country with well-prepared and capable professionals demanded by a changing, dynamic society and the service industry. Support the development of necessary conceptual and applied skills for professionals aspiring to work or already working in the hospitality industry. 	<ul style="list-style-type: none"> Students will have the knowledge of operations required for a successful career in the restaurant and hotel industries. Students will have hands-on skills developed during practicum experiences that are needed to become successful professionals. Students will have demonstrated effective written and interpersonal communication skills. Students will have demonstrated critical thinking skills by asking vital questions, gathering relevant information, considering alternatives, and developing reasoned conclusions. Students will have developed a sense of ethical values, leadership, and social responsibilities in a multicultural community.
<p>... through a socio-humanistic education of excellence, research, internationalization, entrepreneurship, technology, culture, and community commitment. Its resources support the academic offer post-secondary, undergraduate, graduate, and continuing education, through</p>		<ul style="list-style-type: none"> Contribute to integrated student development through the offering of orientation, support, and assistance in those personal and professional areas needed. Contribute to society with the quality of the academic programs and the 	

UAGM CAROLINA CAMPUS MISSION	SCHOOL MISSION	GOALS	OBJETIVES
<p>various modalities, framed in the highest quality standards.</p>		<p>preparedness of graduates, through effective evaluation and assessment mechanisms.</p> <ul style="list-style-type: none"> ▪ Provide access to quality education, training, and re-training in the hospitality field at different academic levels. ▪ To satisfy the demand for educational programs among people interested in pursuing a professional career in the hospitality industry. ▪ Provide students with a support system that can help them develop their English language skills. ▪ Provide students with the necessary instructional, audio-visual, bibliographic, and information technology to advance their learning process with the collaboration of all university components. ▪ Consolidate the program's projection as a dynamic, pertinent, and quality educational program. ▪ Strengthen the organizational structure, procedures, and 	

UAGM CAROLINA CAMPUS MISSION	SCHOOL MISSION	GOALS	OBJETIVES
		<p>managerial strategies to be able to respond to active students' needs in an effective and efficient way.</p> <ul style="list-style-type: none"> ▪ Contribute to the integrated student development through the offering of orientation; support, and assistance in those needed personal and professional areas. ▪ Strengthen the organizational structure, procedures, and managerial strategies to be able to respond to active students' needs in an effective and efficient way. ▪ Develop collaborative agreements and strategic alliances that will strengthen the Program's involvement with the hospitality industry, for mutual benefit. ▪ Prepare the interested labor force with the abilities, basic skills, and proper attitudes to make a significant contribution in the technical, economic, and cultural areas, which will help sustain the competitive advantage of Puerto Rico as a tourism destination. 	

UAGM CAROLINA CAMPUS MISSION	SCHOOL MISSION	GOALS	OBJETIVES
		<ul style="list-style-type: none"> ▪ Develop a culture of quality that will integrate all university community components in the program's processes. ▪ Promote industry relations and experiences, cultural activities, professional forums, and conferences that will support the co-curricular learning process. ▪ Provide the country with well-prepared and capable professionals demanded by a changing, dynamic society and the service industry. <p>Note: Universidad Ana G. Mendez Carolina Campus and consequently the ISHCA are focused on education rather than research. However, as the organization grows and understands the importance of research, a vision focused on this is developing.</p> <ul style="list-style-type: none"> ▪ Strengthen and expand the program to be able to offer it in other UAGM'S campuses, as required by market demand. 	

HOSPITALITY MANAGEMENT PROGRAM

Institutional Learning Outcomes

1. Communication Skills
2. Critical Thinking
3. Ethics and Diversity
4. Information Literacy
5. Innovation
6. Quantitative Reasoning
7. Scientific reasoning
8. Technology

ACPHA Learning Outcomes

1. Identify and apply the knowledge and skills necessary for hospitality and tourism operations
2. Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization
3. Demonstrate competence in the communication skills necessary for hospitality and tourism management
4. Formulate business decisions in hospitality and tourism management
5. Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry

Program Learning Outcomes

1. Students will have the knowledge of operations required for a successful career in the restaurant and hotel industries.
2. Students will have hands-on skills developed during practicum experiences that are needed to become successful professionals.
3. Students will have demonstrated effective written and interpersonal communication skills.
4. Students will have demonstrated critical thinking skills by asking vital questions, gathering relevant information, considering alternatives, and developing reasoned conclusions.
5. Students will have developed a sense of ethical values, leadership, and social responsibilities in a multicultural community

ASSESSMENT TECHNIQUES

The José A. "Tony" Santana *International School of Hospitality and Culinary Arts* uses the following Assessment techniques to collect information to maintain the continuous improvement of academic programs: Questionnaire to employers, Questionnaire to graduates, Student Satisfaction Questionnaire, Questionnaire of Needs of New Students, Questionnaire of Satisfaction of Student Services, standardized tests, rubrics of practices and Learning Assessment techniques used in the courses.

Indirect Measurements

- Alumni Survey
- Employer's Survey

- Exit Survey
- Questionnaire of Needs of New Students
- Student Satisfaction Survey
- Faculty Satisfaction Survey

The institution has a variety of indirect measures to collect varied information about the satisfaction of the program's stakeholders. The information collected through the following information-gathering techniques is used for informed decision-making and program sustainability. The Alumni Questionnaire is prepared by the Vice Presidency of Assessment and Institutional Study in collaboration with the faculty of the school and Assessment Director. The administration time of this questionnaire is every year, and its results allow the program to know the perception of the alumni and their satisfaction with the performance. At the same time, it allows to keep the program at the forefront of the demands of the industry. The Exit Survey is administered annually, in the month of May, to students close to graduating. The results of these questionnaires are analyzed by the Vice Presidency of Assessment and Institutional Studies, in collaboration with the Institutional Assessment Office. These results allow the institution to collect information on the perception of students who are at the end of their academic degree, with respect to satisfaction with the program and other elements of the institution. The Student Satisfaction Questionnaire is prepared by the Vice Presidency of Assessment and Institutional Studies and is administered to students at the end of each academic year (between the months of April and May). This questionnaire aims to explore the opinion of students about the processes that happen within the course and various institutional services. The student satisfaction questionnaire is prepared by the office of the Vice Presidency of Institutional Research. This questionnaire is administered every three years at the UAGMC Assessment Office. The questionnaire of Needs of New Students is prepared by the VP of Assessment and Institutional Studies, in collaboration with the Assessment Director of the campus. This questionnaire is administered by the Retention Office, annually to first-semester students. This information is used to identify specific needs of new students. These results are sent directly to the retention office to address the needs of students. For the protection of human beings in research, these results are not disclosed in institutional dashboards. Finally, the Faculty Satisfaction Survey is prepared by the Vice Presidency of Assessment and Institutional Studies and is administered to faculty at the end of each academic year (between the months of April and May). This questionnaire aims to explore the opinion of faculty about the processes that happen within the course and various institutional services.

Direct Measurements

- Results of institutional rubrics for capstone courses
- Results of rubrics for practice evaluations
- Portfolios Rubric for capstone professional courses
- Results of institutional rubrics for oral presentation
- Results of institutional rubric for written report
- Results of institutional rubrics for Portfolio

Standardized tests are developed by the school's faculty with guidance from the Office of Institutional Assessment. In the CAPE 404 course of the program of events and conventions, an institutional rubric is administered to know the development of the program's competencies. In the CAPH 460 course, of the *Hospitality Management* program, the portfolio rubric is managed to know the achievement of the objectives of the course and the competencies of the program. The institutional rubric for the CHEF 204 course is administered to know the competences developed in the students when preparing a menu. Manuals of professional experience or practice are prepared by the faculty of the school. The manuals contain activities and rubrics that allow the Assessment of

these practices. Some Assessment Techniques used by the faculty in the classes are Tests, short tests, partial exams, portfolios, concept maps and oral presentations. The execution of students in laboratories is measured using rubrics.

HOSPITALITY MANAGEMENT ASSESSMENT PLAN

Institutional and program Learning Goals	ACPHA PLOS	Program Learning outcomes, PLO	Course	Methods of Assessment, direct or indirect		Measures/Levels of Expectations (i.e., Benchmarks)	Time Frame	Accountable person
Customer Service Management	PLO 1	PLO 1, 5	HMNG 101	Direct	Departmental Test	65% student \geq 35 points	Semester	Faculty, Assessment coordinator and Program Director
Communication Negotiation Critical thinking Customer Service Management Ethics and Diversity	PLO 2,3,4,5	PLO 2,4,5	HMHM 390		External Hotel evaluation Rubric	70% students \geq 2.8 in 1-4 points Scale	Semester	Faculty, Assessment coordinator and Program Director
Communication Management Customer Service	PLO 3	PLO 3	HMNG 370		Rubric of Marketing Plan	70% students \geq 2.8 in 1-4 points Scale	Semester or annual	Faculty, Assessment coordinator
Negotiation Skills Critical thinking Customer Service Management Ethics and Diversity Technological Competence	PLO 1,2,3,4,5	PLO 1,2,3,4,5	CAPE 404		Event Planning Rubric	70% students \geq 2.8 in 1-4 points Scale	Annual	Faculty, Assessment coordinator
Management Ethics and Diversity Technological Competence	PLO 1,2,3,4,5	PLO 1,2,3,4,5	CAPH 460		Professional Portfolio Rubric	70% students \geq 2.8 in 1-4 points Scale	Semester	Faculty, Assessment coordinator
Communication Negotiation Critical thinking Customer Service Management	PLO 2,3,4,5	PLO 2,4,5	HMEV 455		Internship Portfolio Rubric External Hotel evaluation Rubric	70% students \geq 2.8 in 1-4 points Scale	Semester	Faculty, Assessment coordinator

Institutional and program Learning Goals	ACPHA PLOS	Program Learning outcomes, PLO	Course	Methods of Assessment, direct or indirect		Measures/Levels of Expectations (i.e., Benchmarks)	Time Frame	Accountable person
Ethics and Diversity								
All competencies & PLOs			All courses	Indirect	Alumni Questionnaire	Alumni respond on the "Very satisfied and satisfied" scale with the program $\geq 75\%$	Annually	VP Assessment and Institutional Research & UAGM Carolina Assessment Office
					Exit Survey	Students respond on the "Very satisfied and satisfied" scale with the program $\geq 75\%$	Annually	
					Student Satisfaction Questionnaire	Students respond on the "Very satisfied and satisfied" scale with the program $\geq 75\%$	Annually	
					Faculty Satisfaction Survey	Faculty respond on the "Very satisfied and satisfied" scale with the program $\geq 75\%$	Annually	
					Employer's Survey	Employers respond on the "Very satisfied and satisfied" scale with the program $\geq 75\%$	Annually	

CULINARY ARTS ASSESSMENT PLAN

Institutional Learning Goals	Program Learning outcomes, PLO	Course	Assessment measure, direct or indirect	Benchmark	Time Frame	Accountable person
Critical Thinking	Apply fundamental criteria when designing a menu from economic, functional, and marketing perspectives. It will differentiate the basic theories of kitchen design and its relationship with the menu. He will discuss the production of the most important wines and beverages.	CHEF 116	Standardized test	70% students ≥ 2.8 in 1-4 points Scale	Semestral	Faculty
Communication	You will select sales, promotion, advertising, marketing, and public relations strategies appropriate to the performance environment.	CAPS 452	Institutional Rubric	70% students ≥ 2.8 in 1-4 points Scale	Semestral	Faculty
Technological competence	Demonstrate mastery of the use of technology to seek information, research, and solve problems in their profession.	HMNG 201	Writing Works Institutional Rubric	70% students ≥ 2.8 in 1-4 points Scale	Trimestral	Faculty
Ethics and diversity	Demonstrate sensitivity and empathy when considering the needs of your customers and peers	CAPS 452	Peer Rubric	70% students ≥ 2.8 in 1-4 points Scale	Trimestar	Faculty
Customer Service	He will plan the infrastructure and operation of the front-of-the-house.	CAPS 452	CAPS 452 Rubric Criteria: Management	70% students ≥ 2.8 in 1-4 points Scale	Semestra	Faculty
Management	It will identify ethical issues commonly faced by employees within the industry.	HMNG 347	Writing Works Institutional Rubric	70% students ≥ 2.8 in 1-4 points Scale	Semestral	Faculty
Negotiation Skills	Select sales, promotion, advertising, marketing, and public relations strategies appropriate to the performance environment	HMNG 380	Marketing Rubric	70% students ≥ 2.8 in 1-4 points Scale	Semestral	Faculty
Cooking methods	It will use food preparation, presentation, and service techniques according to the field in which it works.	CHEF 105	Laboratory Rubric	70% students ≥ 2.8 in 1-4 points Scale	Trimestral	Faculty

Institutional Learning Goals	Program Learning outcomes, PLO	Course	Assessment measure, direct or indirect	Benchmark	Time Frame	Accountable person
Hygiene	You will appreciate the importance of hygiene in all facets of your work.	CHEF 107	Standardized test	70% students ≥ 2.8 in 1-4 points Scale	Trimestral	Faculty

