Assessment Guide

Program or Discipline: Hospitality Management (HM)   Division: Conference and Culinary Services

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This guide is intended as a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course scope or sequence may not be aligned with program learning outcomes or the core abilities. You may want to start with concerns about some part of your curriculum. The assessment process may also help you identify where students are achieving outcomes at higher rates than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	Graduates of the program will: (or Students completing discipline work will:) • Understand broad hospitality and food service concepts with practical experience depending on area of concentration. In the HM Program, specific ACF Knowledge and Competencies have been adopted for the curriculum as suggested by the new joint-accrediting body, the Accrediting Commission for Programs in Hospitality Administration (ACPHA). • Students successful in the completion of the Program will become ACPHA Certified Hospitality Graduates (CHG).
B. Identify where expected outcomes are addressed in the curriculum. In which courses will students demonstrate each program/discipline outcome?	• Outcomes for both CA and HM Programs are addressed in the following: Student Handbooks Program Brochures and College Catalog All Course Syllabi ACF/ACPHA Competency Passports for specific practicum/lab courses. • In the HM Program, a broad range of outcomes are generally addressed within the entire curriculum. Specific program/discipline outcomes are addressed depending on area of concentration. Final capstone class determines successful completion of the entire Program curriculum.

Part 2: Assessment Methods – Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	• In the HM Program, which encourages Open Enrollment, new Joint Program Accreditation stipulates that specific ACF Competencies are embedded in HM courses. Additional competencies determined by faculty will be embedded into the current curriculum. The outcomes are measured by: Written Exams for courses; Outcome determined by qualified instructors with both extensive educational/industry experience Monitoring and Evaluation for Lab courses; Outcome determined by successful completion of specific "competencies" in the practical classroom arena (The Center for Meeting and Learning). End-of-year Student Surveys; All students regardless of what level they are in the Program, receive a Program Survey which allows the student to assess the Program in its entirety and reflect upon their educational outcome. Employer Evaluation of Co-Op Experience
D. Describe level of expected performance, including conditions of assessment and criteria for success.	• On a Written Exam in any given course, students are able to define specific terminologies and theoretical hospitality management concepts. • Successful student outcome for the Lab Experience is based on practical performance during an assigned industry event. Instructors and leaders in the industry determine the success. • On the 2008-09 HM Student Surveys, students noted "instructors with a broad range of experiences," "practical lab integration with the Center for Meeting and Learning," and "student support" are the main strengths of the Program. • Employer Evaluations of the Co-Op experience are highly favorable of successful student outcome.
E. If appropriate for key course sequences, identify assessment methods for learning outcomes.	In the HM Program, the Hospitality Leadership Capstone Course completes the two-year course curriculum. The assessment methods for learning outcomes in this class are based on: • A final written exam based on knowledge of key elements of management theory and practice, including the deliverance of quality service, diversity, coaching, and conflict management. • 20 hours required service learning assessment component which demonstrates an understanding of the importance and impact of volunteer service to a recognized agency within a community.

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	• A second-year course HRTM 260 Supervision in the Hospitality Industry, give detailed course requirements to determine the learning outcome including quizzes, a written paper, chapter competencies narratives, mini-case scenario narratives, and a final exam. Detailed rubrics for the successful completion of these course requirements are given to the student. • The end-of-the-year student surveys completed by 1st and 2nd year students are key assessment tools analyzing student satisfaction in all courses and program components.
F. If appropriate, identify and collect baseline information on entering students.	• Acceptance into the HM Program requires college placement test scores with the minimum scores: Writing-64; Reading-68; and readiness for MTH 025 or Higher. Interviewing students for the HM Program is optional. • In the HM Program, baseline information on entering is primarily subjective. Course testing assessment determines the student outcome.
G. Establish a 3-5 year schedule for assessment, including who will interpret results. Which students will be assessed? When will the assessments take place? Which outcomes will you assess this year? (Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs)	• The Advisory Committee follows a built-in Annual Program Review Timeline, which currently follows a revolving review of various components of the Programs. • Annual Surveys specified for both Programs are established during the entire academic year: Fall Term – A Graduate Survey is distributed at the Alumni Connections Event, held before the term begins. Winter Term – An Employer Survey is distributed to local industry employers and Advisory Committee Members. Spring Term – Student Surveys are conducted at the end of the term: Separate HM Program 1st and 2nd-year student surveys. Because of our specially accredited Programs, annual survey analysis is key towards accurate Annual Commission Review Reports and keeping the curricula current with industry standards and developments.
H. Determine how you will assess outcomes on an annual basis. Who will conduct the assessments? Who will tabulate data? Who will analyze the results? When will the work be completed?	• The Advisory Committee's Annual Program Review Timeline is as follows: Fall 2010 –Review Professional Technical Education Coordinating Committee report; Review Facilities, Equipment and Funding Potentials in Preparation for Unit Planning; Implement and Analyze Graduate Student Survey; Review Survey Data from Student, Graduate, Employer Survey. Winter 2011 –Review and Recommend Any Program or Curriculum Changes; Joint Meeting of Student Club and Advisory Committee; Review Lab Schedules and Activities.

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	<u>Spring 2011</u> – Review Program Mission, Vision, Goals/Objectives; Review Cooperative Education Work Experience; Implement and Analyze Survey of Students and Employers for Program Effectiveness. This Timeline is feasible in terms of resources needed, including human resources.

Part 3: Implement the plan (ACTION)

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• Curriculum Re-design 2009-10. Career Technical Education Program workloads, specifically for the CAHM Program were reviewed by the Institution in June, 2009. The CAHM Program curriculum was ultimately affected by unavoidable changes to support a balanced faculty workload. The entire CA curriculum re-design was approved in August, 2009 and implemented for the 2009-10 academic year. • Programmatic Assessment Project supported by the Lane Assessment Team.	• The 2009-2010 CAHM Program was affected by faculty workload circumstances, which were unavoidable. In order to successfully administer the Culinary Arts curriculum with the available full-time faculty, the distribution and allocation of lecture/lab credits was altered for a number of key core curriculum courses. These changes mostly affected the practical application components of the Second-Year student experience in the primary cooking courses Advanced Cooking Theories 1,2,3; Concepts of Taste and Flavour; and Culinary Leadership. Additional practical application experiences are now embedded in an addition of 3 credits to the Cooperative Education requirement for degree completion. This curriculum was presented to the Advisory Committee at the first meeting of the 2009-10 academic year and approved. They offered their support for additional student projects with a practical application experience.

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts? Determine how and with whom you will share interpretations.	• During the 2009-10 Academic year, the CAHM Program Culinary Arts faculty workload was adjusted successfully. The CA student exit surveys are in the process to be analyzed, and results will be reviewed by the Dean and Faculty to determine if the adjustments still provide successful student outcomes and curriculum satisfaction. • The course modality assessment of FN 105 was successful to continue to improve the quality of instruction. The recommendations and future curriculum development for the course will be reviewed by Dean and Program Faculty and in a process of continued attention. • For the 2010-11 Academic Year, the Dean will address Faculty to determine new strategies for successful and effective assessment. Results from "End-of-Year" Surveys, particularly for the entire 12 ACF Knowledge and Competencies areas are now being considered somewhat cumbersome, time-consuming, and ultimately ineffective to determine students' actual competency knowledge, skill set, and outcome success. Proposals for new strategies for Programmatic Assessment are as follows: 1. Distribute an ACF Competency Survey for each individual course (by Moodle or Survey Monkey) from which particular competencies are to be measured. 2. Continue "End-of-Year" ACF Competency Survey for Second-Year Capstone Students only. 3. Provide an "End-of-First-Year" ACF Competency Survey to a student assessment focus group, not the entire cohort. 4. Create an Advisory Committee sub-committee specific to Programmatic Assessment to support faculty/staff in determining the best strategy for survey effectiveness. 5. Determine the best strategy and survey tools for the HM Program, which does not have an ACPHA Competency assessment system yet in place. 6. Continue to work on Assessment Team and with IRAP to improve our programmatic assessment efforts. All improvements will be subject to terms of resources needed, including human resources.