

DEPARTMENT & PROGRAM: Hotel and Restaurant Management – BS

ACADEMIC PROGRAM MISSION: We are the best in hospitality education and research as regarded globally by the academic and hospitality communities. We embrace and foster an environment that includes community relevance, collaboration, multiculturalism, experiential learning, innovation, integrity and passion. The College, therefore, is committed to prepare our students to engage as professional and leaders in all segments of the global hospitality industry.

STUDENT LEARNING OUTCOMES

Student Learning Outcome 1: Students will demonstrate a high-level competency in quantitative skills related to the area of accounting and finance in the context of hotel and restaurant management.

Student Learning Outcome Assessment: The final accounting/finance course in the HRMA curriculum is Financial Management. A committee was formed to ensure the objectives required of a capstone course and the actual material in the course were in sync. As part of this process questions were developed that would measure the quantitative skills competency required for each segment of the course. During the semester the instructor teaching the course will select six (6) questions from this approved bank to include in their regular examinations and track the responses. Instructors may also elect to use all the questions related to quantitative skills provided in the bank to use for their exams. Once the semester is over the results from these questions measuring quantitative skills will be compiled and compared to the standard.

The results of all the questions related to the quantitative skill competencies were tracked and measured against the standard. In order to measure to the standard, all the questions taken from the approved bank were listed by key course concept and then the total number of correct answers for each question was noted. The total number of correct responses was tallied, and an average taken of total correct responses as a percentage of total students enrolled and/or taking the exams. The assessment and measurement process was completed and defined in the Spring of 2014 and reviewed and revised from eight (8) to six (6) questions in the Spring of 2018.

Performance Standard: The standard is that 70% of the students will answer 70% of the quantitative skills questions correctly.

Assessment Results & Analysis: In 20-21, 91% of the students (N = 131) answered 70% of the quantitative questions presented from the approved test bank correctly.

The standard of 70% was met as 91% of the students responded to 70% of the questions correctly, an indication that the students have achieved quantitative skill competencies. Results indicate that students were able to effectively apply these techniques to solve financial and managerial problems in order to make sound management decisions in various hospitality industry environments. Faculty highlight the significance of providing extensive reviews for students and a second project designed to solidify the concepts as a potential explanation for the positive results. This year's performance maintains the high level of success established by prior adjustments as described below.

In the 19-20 year, the standard of 70% was met as 85% of the students responded to 70% of the questions correctly, an indication that the students have achieved quantitative skill competencies. In the 18-19 year the standard was met, and the results were used to review those questions where students were deficient and the course material or how the material was presented were reviewed and adjusted as necessary.

Adjustments included providing more resources or providing illustrations that would help in the comprehension of the specific concepts where the deficiency were identified.

Based on the results from the 2017-18 year, actions were taken to review concepts and how they were being presented. Both the San Antonio and Main campus instructors for this course met to discuss the results and to evaluate the format of the exam questions to determine what would provide the best indication of student learning. The quantity of questions was reviewed, and it was determined that a total of six (6) questions would be sufficient to measure the learning objectives. Phrasing of the questions was reviewed as well to ensure that they would provide the best assessment of the student learning.

Instructors all agreed that early identification of the areas where student comprehension of the concepts does not meet the established standard would allow for instructors to provide students with feedback and additional resources early in the semester. This awareness early in the course will allow the instructor to be more proactive to the student learning process and should result in improved results reflected in the final assessment used to measure the given standard. Compared to the past two years the overall percentage of students scoring 70% or better on 70% of the questions has improved.

Starting with the 2019-2020 year a Microsoft Forms was used to capture input from the instructors on how to improve student performance. The form also posed the question of whether the standard needed to be adjusted in any way and for the instructors to provide any other recommendations or feedback. Each semester the feedback is shared with all the instructors and any proposed changes are agreed upon as a group. The appendix of the report has the survey and questionnaires sent to the instructors.

The instructors made the following changes during the 2020-2021 year to increase the student comprehension of the material. Modifications were made based on the discussion made after the 2019-2020 results were reviewed.

- *Lots of extra out of class sessions, projects, all designed to bring build on the knowledge base were provided.*
- *Continue to keep going over examples and having them complete the examples so I can make sure that everyone understands.*
- *I assign in-class quizzes and demonstrate how to do them using Excel in class.*
- *Hands-on assignments, practice questions, and chapter-end quizzes are all provided.*

Historically,

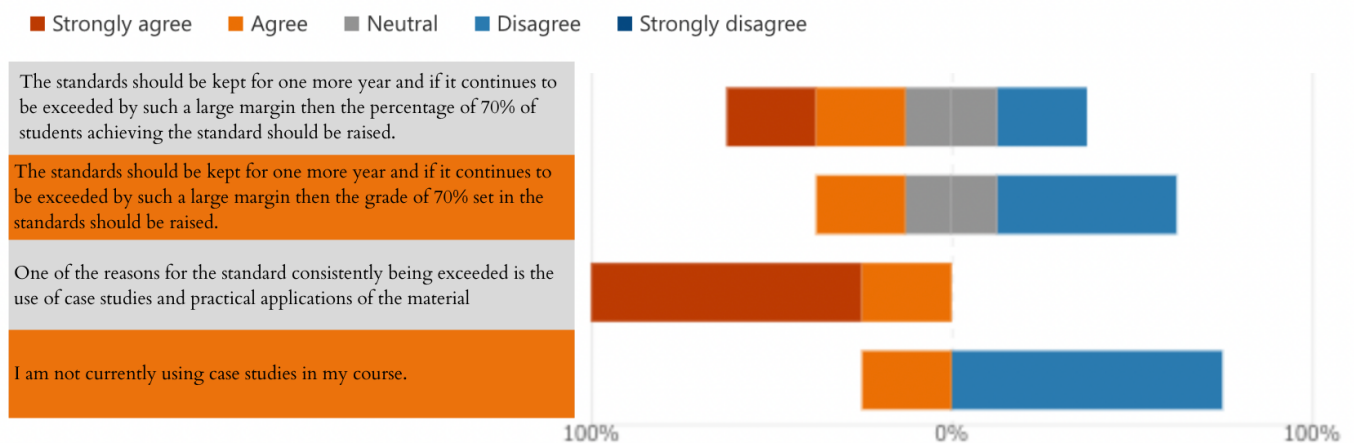
Year	N =	% students who scored 70% on the quantitative questions
20-21	131	91
19-20	109	85
18-19	223	85

**Beginning with Fall 2017 and Spring 2018 results from both semesters are included.*

Program Improvement Plans: The instructors for this course reviewed the 2020-21 results and discussed how to improve measurement of the quantitative skills before this academic cycle. Based on the results the instructors provided the following recommendations for the 2021- 22 year.

- *Make more material available online in case students are absent, they have resources to fall back on besides meeting with the TA or professor.*
- *Giving the assessment separately from the final exam.*
- *Rewriting the questions to make them more consistent with the verbiage used throughout the course.*
- *Provide more quantitative practice questions.*
- *Use another case study to replace two assignments from the previous semesters.*
- *More videos that are relevant to the topics*

When asked if the use of case studies was a contributor to the improved scores, the majority of the faculty agreed. When asked if the standard should be modified from 70% of the students will answer 70% of the quantitative skills questions correctly, the majority of the faculty indicated that it should remain the same and be evaluated again for the next reporting period. The chart below indicates the results from the year 2020 – 21 faculty survey and feedback.



Student Learning Outcome 2: Students will demonstrate a high-level competency in critical thinking skills related to the area of accounting and finance in the context of hotel and restaurant management.

Student Learning Outcome Assessment: The final accounting/finance course in the HRMA curriculum is Financial Management. A committee was formed to ensure the objectives required of a capstone course and the actual material in the course were in sync. As part of this process questions were developed that would measure the critical thinking competencies required for each segment of the course. During the semester the instructor teaching the course will select six (6) questions from this approved bank to include in their regular examinations and track the responses. Instructors may also elect to use all the questions related to critical thinking provided in the bank to use for their exams. Once the semester is over the results from these questions measuring critical thinking skills will be compiled and compared to the standard.

The results of all the questions related to the critical thinking skill competencies were tracked and measured against the standard. In order to measure to the standard, all the questions taken from the approved bank were listed by key course concept and then the total number of correct answers for each question was noted. The total number of correct responses was tallied, and an average taken of total correct responses as a percentage of total students enrolled and/or taking the exams. The assessment and measurement process was completed and defined in the Spring of 2014 and reviewed and revised from eight (8) to six (6) questions in the Spring of 2018.

Performance Standard: The standard is that 70% of the students will answer 70% of the critical thinking questions correctly.

Assessment Results & Analysis: In 20-21, 91% of the students (N = 131) answered 70% of the critical thinking questions presented from the approved test bank correctly. The standard was exceeded.

The standard of 70% was met and improved as 91% of the students responded to 70% of the questions correctly, an indication that the students have achieved critical skill competencies. Results indicate that students were able to effectively apply these techniques to solve financial and managerial problems in order to make sound management decisions in various hospitality industry environments. These results were consistent with the previous year's results.

In the 19-20 year, 91% of the students responded to 70% of the questions correctly. In the 18-19 year the standard was met, the results were used to review those questions where students were deficient and the course material or how the material was presented were reviewed and adjusted as necessary. Adjustments included providing more resources or providing illustrations that would help in the comprehension of the specific concepts where the deficiency were identified.

Based on the results from the 2017-18 year, actions were taken to review concepts and how they were being presented. Both the San Antonio and Main campus instructors for this course met to discuss the results and to evaluate the format of the exam questions to determine what would provide the best indication of student learning. The quantity of questions was reviewed, and it was determined that a total of six (6) questions would be sufficient to measure the learning objectives. Phrasing of the questions was reviewed as well to ensure that they would provide the best assessment of the student learning.

Instructors all agreed that early identification of the areas where student comprehension of the concepts does not meet the established standard would allow for instructors to provide students with feedback and additional resources early in the semester. This awareness early in the course will allow the instructor to be more proactive to the student learning process and should result in improved results reflected in the final assessment used to measure the given standard.

Starting with the 2019-2020 year a Microsoft Forms was used to capture input from the instructors on how to improve student performance. The form also posed the question of whether the standard needed to be adjusted in any way and for the instructors to provide any other recommendations or feedback. Each semester the feedback is shared with all the instructors and any proposed changes are agreed upon as a group. The appendix of the report has the survey and questionnaires sent to the instructors.

The instructors made the following changes during the 2020-2021 year to increase the student comprehension of the material. Modifications were made based on the discussion made after the 2019-2020 results were reviewed.

- *Extensive reviews and a project designed to solidify the concepts might be some of the reason for such good scores with 13 of the 14 questions with a high passing margin.*
- *I try to drill them over and over with the follow up, "what does that mean?" after they complete a calculation.*
- *I use industry examples to explain the concepts.*
- *Hands-on assignments, practice questions, and chapter-end quizzes are all used.*

Historically,

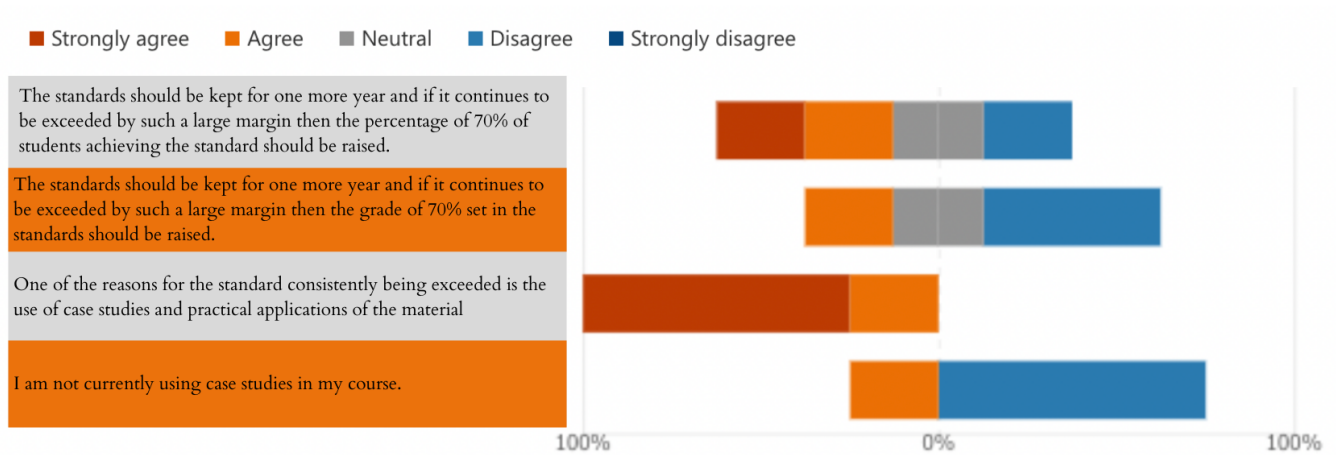
Year	N =	% students who scored at least 70% on critical thinking questions
20-21	131	91
19-20	109	91
18-19	223	83

**Both Fall 2017 and Spring 2018 results included.*

Program Improvement Plans: The instructors for this course reviewed the 2020-21 results and discussed how to improve measurement of the critical thinking skills before this academic cycle. Based on the results the instructors provided the following recommendations for the 2021- 22 year.

- *Make more material available online in case students are absent, they have resources to fall back on besides meeting with the TA or professor.*
- *Giving the assessment separately from the final exam.*
- *Rewriting the questions to make them more consistent with the verbiage used throughout the course.*
- *Provide more quantitative practice questions.*
- *Use another case study to replace two assignments from the previous semesters.*
- *More videos that are relevant to the topics.*

When asked if the use of case studies was a contributor to the improved scores, the majority of the faculty agreed. When asked if the standard should be modified from 70% of the students will answer 70% of the critical thinking skills questions correctly, the majority of the faculty indicated that it should remain the same and be evaluated again for the next reporting period. The chart below indicates the results from the year 2020 – 21 faculty survey and feedback.



Student Learning Outcome 3: Students will effectively communicate through writing as a hospitality leader.

Student Learning Outcome Assessment: Students in HRMA 4353: Leadership within the Hospitality Industry must demonstrate proficiency in effective written communication by creating professional papers in an appropriate style and format that meet the seven (7) criteria provided by the instructor. See the HRMA 4353 Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet attached.

During the semester several papers are submitted and evaluated by the instructor to ensure the criterion provided have been reflected in the professional papers prepared by the students. This process should provide the student with sufficient practice in applying effective writing and communication skills into practice. The final paper submitted would be the measurement as to whether the student demonstrates proficiency in effective written communication. The instructor will review all the papers including the final based on the seven (7) criteria: Format, Introduction, Relevance to Core Material, Concern for Details, Application, Grammar, and Overall Presentation to determine if the student paper met the established standard.

Meeting or exceeding the standard will provide a good indication that the students have become proficient in effective written communication skills. Students should then be able to effectively apply the criterion to communicate and express their ideas. If the students do not meet the standard the instructor will need to evaluate the process

and how the material was presented in order to elicit better retention and application by the student.

Performance Standard: The standard will be that 70% of the final papers submitted by the students will receive a score of 75%.

Assessment Results & Analysis: In 20-21, 90% of the students (N = 217) earned a score of 75% or better on their final paper. The standard was met.

Meeting or exceeding the standard indicates that the students have become proficient in effective written communication skills. Students should then be able to effectively apply the criterion to communicate and express their ideas. Currently no significant changes have been made to the current format for the writing component as the results continue to indicate that the students are proficient in effective written communication. The 20-21 results were slightly below the 19-20 year results.

The 2019-2020 year had the standard change from a score of 70% to 75%, exceeding the new standard continues to demonstrate that the earlier writing requirements in the curriculum along with the writing/grammar tools that are provided are both having a positive impact on the student's writing proficiency. In addition, the pre-writing grammar self-assessment currently being used by all instructors is providing timely feedback that can guide students to the University Writing Center to provide further assistance and improve their writing throughout the course of the semester.

Starting with the 2019-2020 year a Microsoft Forms was used to capture input from the instructors on how to improve student performance. The form also posed the question of whether the standard needed

to be adjusted in any way and for the instructors to provide any other recommendations or feedback. Each semester the feedback is shared with all the instructors and any proposed changes are agreed upon as a group. The appendix of the report has the survey and questionnaires sent to the instructors.

The instructors made the following changes during the 2020-2021 year to increase the student comprehension of the material. Modifications were made based on the discussion made after the 2019-2020 results were reviewed.

- *Continue to provide writing exercises to improve writing skills during the entire semester.*
- *Resubmission opportunities.*

Historically,

Year	N =	% students who earned a 75% or better on final paper
20-21	217	91
19-20	246	94
18-19	256	94

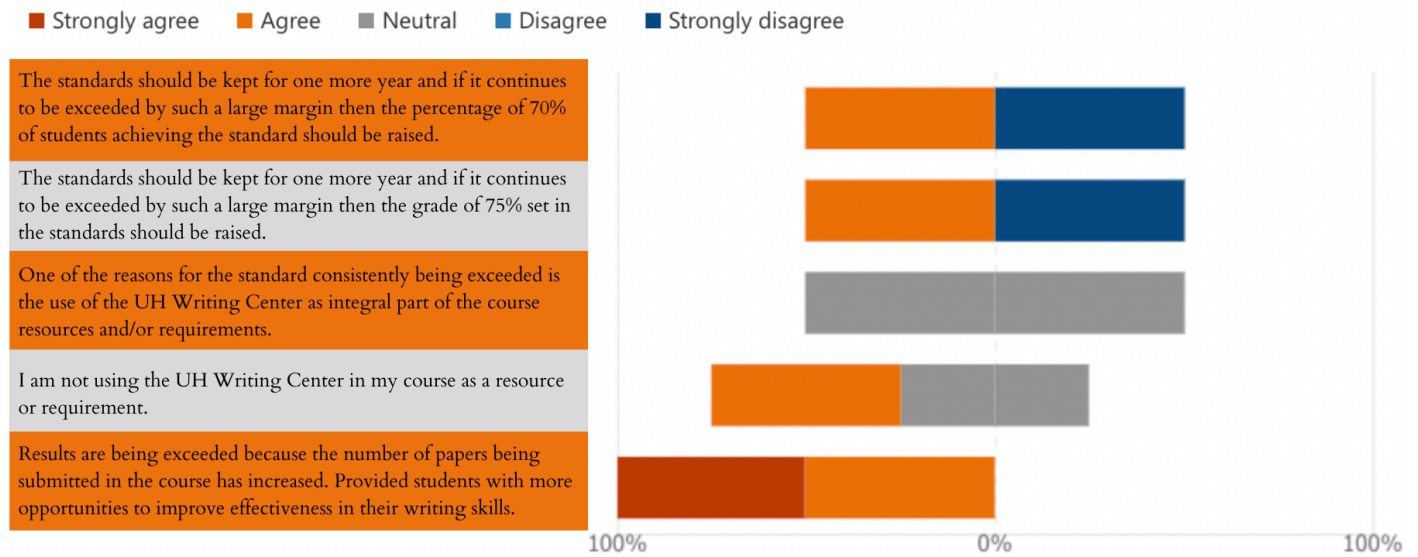
*Indicates the standard in those years was 70% of students would achieve 70% or better

Program Improvement Plans:

The instructors for this course reviewed the 2020-21 results and discussed how to improve measurement of the quantitative skills before this academic cycle. Based on the results the instructors provided the following recommendations for the 2021- 22 year.

- *In business, written communication is both formal and informal. Assignment includes written exercises to explore what is appropriate to formal communication vs. informal (ex.: emails, etc.). All these interactions support improving a student's writing skills.*
- *Continue to use the writing center as a resource.*
- *Continue to require multiple papers in the course so that the students can improve effectiveness in their writing skills.*

When asked if the standard of 70% of the final papers submitted by the students will receive a score of 75% needs to change, there was no consensus. The chart below indicates the results from the year 2020 – 21 faculty survey and feedback.



Attachments:

HRMA 4343 – Financial Administration for the Hospitality Industry Instructor Survey and Feedback

HRMA 4353 – Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet

HRMA 4353 – Supervision & Leadership in the Hospitality Industry Instructor Survey and Feedback

HRMA 4343 – Financial Administration for the Hospitality Industry Instructor Survey and Feedback

9. Review your results from this past Fall/Spring semester and provide insight on the following questions.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the percentage of 70% of students achieving the standard should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the grade of 70% set in the standards should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the reasons for the standard consistently being exceeded is the use of case studies and practical applications of the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not currently using case studies in my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What is taking place in your course that will allow an environment where more than 70% of the students to achieve a 70% or more on critical thinking questions?

11. What is taking place in your course that will allow an environment where more than 70% of the students to achieve a 70% or more on quantitative questions?

12. Please provide one or two bullet points as to any improvements you think could be incorporated in the 2021-2022 year.

13. If you have any other comments provide them here.

HRM 4353 Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet

HRMA 4353

Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet

1. Format (15 possible points):

Title
Subtitles (*in left hand margin*)
Team #/Student I.D. #'s on both pages (no names on paper) Grading sheet attached?
Was the space used wisely? Not more than one page?
Font, spacing, and easy to read?

2. Introduction (14 possible points):

Are the topics briefly introduced?
Is the organizational format established?

3. Relevant to Core Material (14 possible points):

Did it refer to concepts discussed in-class and assigned readings?

4. Concern for Details (14 possible points):

Was the topic discussed as thoroughly as possible given the space constraints? Were key points identified and discussed?
Was the information accurate?

5. Application (14 possible points):

Was the information applied to the industry with a very specific example?

6. Grammar (24 possible points):

Grammar
Spelling (3 points off for each misspelled word; do not rely on spellcheck) Punctuation
Word choice

7. Overall Presentation (5 possible points):

Did the paper flow overall?
Was the total presentation and the format of the information presented in an organized fashion?

TOTAL (100 possible points)

HRMA 4353 – Supervision & Leadership in the Hospitality Industry Instructor Survey and Feedback

6. In the Fall 2020 - Spring 2021 Reporting period, 246 students were enrolled in HRMA 4353 of which 94% achieved a grade of 75% or better on their final paper. The standard set by the faculty teaching this course is that 70% of the students would score 75% or better on their papers, so the standard was exceeded. Based on this accomplishment please respond to the following questions:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the percentage of 70% of students achieving the standard should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the grade of 75% set in the standards should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the reasons for the standard consistently being exceeded is the use of the UH Writing Center as integral part of the course resources and/or requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not using the UH Writing Center in my course as a resource or requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results are being exceeded because the number of papers being submitted in the course has increased. Provided students with more opportunities to improve effectiveness in their writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What is taking place in your course that will allow an environment where more than 70% of the students to achieve a 75% or more on their final paper?

Enter your answer

8. Please provide one or two bullet points as to any improvements you think could be incorporated in the 2021-2022 year.

Enter your answer