

ASSESSMENT REPORT

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 insure 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 seven or eight (7 or 8) 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. Results of the measurements are shared with both the Deans of the college, the curriculum committee of the college, the college Accounting and Finance Faculty Committee and the instructor. In the college Accounting and Finance Faculty Committee the measurement tools are discussed and how measurement of these skills can be improved.

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

Assessment Results & Analysis: In 16-17, 80% of the students (N = 53) answered 70% of the quantitative questions presented from the approved test bank correctly.

The standard of 70% was exceeded as 80% of students responded to 70% of the questions correctly, a good indication that the students have achieved quantitative skill competencies. Students should be able to effectively apply these techniques to solve financial and managerial problems in order to make sound management decisions in various hospitality industry environments. Since the students exceeded the standard the instructor should now take the results into consideration as the other segments of the course are presented in an effort to challenge the students based on the demonstrated competency.

While the standard was met, for the 2016 – 2017 year a better method for collecting the data needs to be established to provide better feedback to the instructors. The question bank is representative of the

ASSESSMENT REPORT

concepts but the measurement reporting can be improved to provide more timely feedback to address in areas where the standard is not being met by section.

Historically,

Year	N =	% students who scored 70% on the quantitative questions
16-17	53	80
15-16	48	75
14-15	73	86
13-14	38	74

Program Improvement Plans: The measurement is being exceeded each semester but the process of compiling the information is not the most efficient, it was discussed with faculty that timely feedback is of importance. During the fall 2017 and spring 2018 semester the faculty will meet to determine if there is a better way to measure comprehension in a more efficient manner. One suggestion would be a project that would encompass both quantitative and critical thinking skills and could be measured and feedback provided in a timelier basis.

Prior Program Improvement(s): Each instructor should review the results for each question from the approved question bank, as the standard has historically been met, faculty needs to determine if there are any changes required in the questions or if the standard should be increased to a higher threshold. A new method for reviewing the outcomes will also be considered in order to provide feedback in a more effect and efficient manner.

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 seven or eight (7 or 8) 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 assessment and measurement process was completed and defined in the Spring of 2014. 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

ASSESSMENT REPORT

percentage of total students enrolled and/or taking the exams. Results of the measurements are shared with both the Deans of the college, the curriculum committee of the college, the college Accounting and Finance Faculty Committee and the instructor. In the college Accounting and Finance Faculty Committee the measurement tools are discussed and how measurement of these skills can be improved.

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

Assessment Results & Analysis: In 16-17 85% of the students (N = 53) answered 70% of the critical thinking questions presented from the approved test bank correctly. The standard was exceeded.

The results reflected a correct answer percentage of 85%, which was above the standard. Students should be able to effectively apply these techniques to solve financial and managerial problems in order to make sound management decisions in various hospitality industry environments.

While the standard was met, for the 2015 – 2016 year a better method for collecting the data needs to be established to provide better feedback to the instructors. The question bank is representative of the concepts but the measurement reporting can be improved to provide more timely feedback to address in areas where the standard is not being met by section.

Historically,

Year	N =	% students who scored at least 70% on critical thinking questions
16-17	53	85
15-16	48	86
14-15	73	77
13-14	38	68

Program Improvement Plans: The measurement is being exceeded each semester but the process of compiling the information is not the most efficient, it was discussed with faculty that timely feedback is of importance. During the fall 2017 and spring 2018 semester the faculty will meet to determine if there is a better way to measure comprehension in a more efficient manner. One suggestion would be a project that would encompass both quantitative and critical thinking skills and could be measured and feedback provided in a timelier basis.

Prior Program Improvement(s): Each instructor should review the results for each question from the approved question bank, as the standard has historically been met, faculty needs to determine if there are any changes required in the questions or if the standard should be increased to a higher threshold. A new method for reviewing the outcomes will also be considered in order to provide feedback in a more effect and efficient manner.

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

ASSESSMENT REPORT

appropriate style and format that meet the seven (7) criterion 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. Results of the measurements are shared with both the Deans of the college, the curriculum committee of the college, the college Lodging Management committee and the instructor.

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

Assessment Results & Analysis: In 16-17, 78.6% of the students (N = 126) earned a score of 70% or better on their final paper.

Since the standard was met, the instructor will be asked to review the course to find methodology for presenting the material that continues to challenge and increase the competency for the students and establish new standards.

Historically,

Year	N =	% students who earned a 70% or better on final paper
16-17	126	78.6
15-16	130	96
14-15	131	72
13-14	41	100

Program Improvement Plans: Based on the results going from meeting the standard at varying rates from year to year, in the fall of 2017 and spring of 2018 the instructors that are now teaching the course have been asked to review how the outcomes are being measured and determine if there is either a better rubric or a better vehicle that will be used in all sections consistently to measure the student outcomes.

Prior Program Improvement(s): Based on last year's result the focus was to get 70% of all the students to achieve the standard of 70%, which was accomplished this year. Last year faculty reviewed the standard and perhaps found more challenging ways to present the material and still allow the students to master

ASSESSMENT REPORT

the competencies. The scores from the 15-16 school year results may reflect an increase in rigor, this will be reviewed and either a new vehicle/rubric will be used to measure competency or the standard will be evaluated.

PROGRAM OUTCOMES

Program Outcome 1: Graduates of the C.N. Hilton College of Hotel and Restaurant Management will find employment after graduation.

Program Outcome Assessment: Each semester the Career Development and Placement Office contacts students via a survey to inquire the following:

- Employment status
- Company with whom an employment opportunity has been offered/accepted
- Position accepted
- Salary
- Area of interest
- Delaying employment to pursue a higher degree (Master/PhD)

The responses are compiled to obtain a percentage of those successfully finding employment opportunities or delaying employment because they are registering in an advanced degree program.

The results from the survey/inquires made by the Career Development and Placement Office were organized not only to establish whether a student had received an opportunity for employment but also the type of employment accepted and the compensation level. In addition, the data was analyzed to determine whether the student was able to find an opportunity in their area of interest. Results of the employment placement report are sent to the entire faculty.

Performance Standard: The standard is that 70% of all students graduating in a semester will have found employment opportunities or will have applied or been accepted for an advanced degree.

Assessment Results & Analysis: In 16-17, 91.8% of all graduating students (N = 243) reported being employed or applied/accepted to graduate school. The standard is exceeded for employment after graduation.

The standard was met for the 2016- 2017 year. The degree plan obtained at the C.N. Hilton College of Hotel and Restaurant Management has provided employment opportunities to the students in the program.

Continue efforts by the Career Development and Placement Office of establishing relationships with more organizations and encouraging them to interview on campus or provide internships that develop into full time employment upon graduation

Fall 2016 & Spring 2017

Placement Rate	Fall 2016	Spring 2017	Total	Total % of Students Employed/Graduate School
Employed/Graduate School	86	137	223	91.8%

ASSESSMENT REPORT

Searching	7	13	20	8.2%
TOTAL	93	150	243	100.0%

Historically,

Year	N for graduating Undergraduate students	Undergraduate students employed or grad school	Total % students employed or grad school
16-17	243	223	92
15-16	296	269	91
14-15	251	220	88
13-14	236	196	83

Program Improvement Plans: While the standard has been consistently met and improvement has been achieved year over year, the Career Development and Placement Office continues to find even more opportunities for students. Surveys have been used this past year to identify ways to further meet the need of companies recruiting on campus. In addition, more programs have been instituted to improve the student's interview, communication and resume skills. Mini career fairs have been held for the past few years to also get students jobs before they graduate and many turn into full time professional opportunities upon graduation. More internship opportunities have also been found which also assists in finding full time positions upon graduation.

Prior Program Improvement(s): The standard was met for the 2016 - 2017 year and has been consistently met over the past four years. A review of the standard will be completed with the placement director as well as the Associate Dean to determine if the standard should be increased and make sure it is consistent with other college placement goals.

Program Outcome 2: Graduates of the C.N. Hilton College of Hotel and Restaurant Management will ensure high quality of academic advising services.

Program Outcome Assessment: In the semester when the application for graduation is submitted, students are provided a detailed survey to complete during the mandatory graduation orientation. The survey questions prompt students to rate various aspects of the HRM program, among them satisfaction with academic advising services. Students are asked to rate from 1 to 4 (1 being the lowest, 4 being the highest) the Office of Academic Advising based on the following criteria:

1. Ability to meet with an advisor
2. Quality of academic advising
3. Support in reaching your education goals
4. Prompt return of e-mails/phone messages
5. Quality of customer service

In addition students are asked to provide any additional written comments that may provide more insight on the process.

The survey item responses will be reviewed to see if the relevant standard has been met. Additional comments provided by the students on the survey will also be reviewed. The survey tool used is

ASSESSMENT REPORT

Qualtrics, which allows for the data to be analyzed in multiple ways if necessary. Results of the exit surveys are sent to the entire faculty.

Performance Standard: The standard is that each item being rated should achieve a mean of 3.5 out of a maximum of 4.

Assessment Results & Analysis: In 16-17, 100% of the survey items regarding the Office of Academic Advising were rated 3.5 or higher. The standard was met.

ASSESSMENT REPORT

Fall 2016

#	Question	Poor		Acceptable		Good		Excellent		Total
1	Ability to meet with an advisor	0.00%	0	4.23%	3	19.72%	14	76.06%	54	71
2	Quality of academic advising	0.00%	0	4.23%	3	22.54%	16	73.24%	52	71
3	Support in reaching your educational goals	0.00%	0	4.35%	3	18.84%	13	76.81%	53	69
4	Prompt return of e-mails/phone messages	0.00%	0	4.29%	3	20.00%	14	75.71%	53	70
5	Quality of customer service	0.00%	0	2.82%	2	19.72%	14	77.46%	55	71

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Ability to meet with an advisor	2.00	4.00	3.72	0.54	0.29	71	23.94%	100.00%
Quality of academic advising	2.00	4.00	3.69	0.55	0.30	71	26.76%	100.00%
Support in reaching your educational goals	2.00	4.00	3.72	0.54	0.29	69	23.19%	100.00%
Prompt return of e-mails/phone messages	2.00	4.00	3.71	0.54	0.29	70	24.29%	100.00%
Quality of customer service	2.00	4.00	3.75	0.50	0.25	71	22.54%	100.00%

ASSESSMENT REPORT

Spring 2017

#	Question	Poor		Acceptable		Good		Excellent	
1	Ability to meet with an advisor	0.00%	0	25.00%	1	20.45%	18	20.06%	68
2	Quality of academic advising	100.00%	1	25.00%	1	19.32%	17	20.06%	68
3	Support in reaching your educational goals	0.00%	0	50.00%	2	19.32%	17	20.06%	68
4	Prompt return of e-mails/phone messages	0.00%	0	0.00%	0	19.32%	17	19.76%	67
5	Quality of customer service	0.00%	0	0.00%	0	21.59%	19	20.06%	68
	Total	Total	1	Total	4	Total	88	Total	339

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Ability to meet with an advisor	2.00	4.00	3.77	0.45	0.20	87	21.84%	100.00%
Quality of academic advising	1.00	4.00	3.75	0.53	0.28	87	21.84%	98.85%
Support in reaching your educational goals	2.00	4.00	3.76	0.48	0.23	87	21.84%	100.00%
Prompt return of e-mails/phone messages	3.00	4.00	3.80	0.40	0.16	84	20.24%	100.00%
Quality of customer service	3.00	4.00	3.78	0.41	0.17	87	21.84%	100.00%

If the standard is met, the results from the survey would indicate the level of satisfaction that the students had with advising during their tenure at the college with the Office of Academic Advising. If the standard is not met then the results where identify which areas are deficient so that focus can be placed on improvement.

The standard was met, however, the processes will still be reviewed to identify if there is any way to increase the mean score of each category being rated.

Historically,

Year	N =	Q#1: Ability to meet	Q#2: Quality of advising	Q#3: Support in reaching goals	Q#4: Prompt response to e-mails/ phone	Q#5: Quality of service
16-17	158	3.75	3.72	3.74	3.76	3.76
15-16	141*	3.68	3.61	3.67	3.71	3.7
14-15	118	3.7	3.66	3.71	3.67	3.68

*Does not include the Field Experience N.

ASSESSMENT REPORT

Program Improvement Plans: The academic advising office continues to find ways to get more feedback from graduating students. Continuing to verify contact information after graduation through the alumni office and providing opportunities for students to complete the surveys before graduation is a focus.

Prior Program Improvement(s): The standard was met, however, the academic advising office will be asked to review the format and administration of the survey to identify if any changes in questions need to be made or if there is a way to capture more input from graduating students or existing students on the services provide in order to continue improving the process.

Attachments-

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

ASSESSMENT REPORT

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)