

**Assurance of Student Learning
2018-2019**

College of Health and Human Services

Applied Human Sciences

Hospitality Management and Dietetics (707)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Identify and practice safety principles related to food, personnel and consumers

Instrument 1	Direct: National Restaurant Association ServSafe Certification Exam
Instrument 2	Direct: Sanitation and equipment competence in a commercial kitchen.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Analyze and apply management principles in hospitality organizations to different situations

Instrument 1	Direct: Examination of human resource management principles
Instrument 2	Direct: Evaluation of a job analysis project
Instrument 3	Indirect: Final reflection paper in a capstone management course analyzing students' learning experience within a "classroom as an organization"

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Evaluate and interpret financial data for operations

Instrument 1	Direct: Financial Income Statement Assignment
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The results from this assessment indicate the SLOs are being met and the HMD unit has reached and/or exceeded their assessment goals in each category. Below is a summary of what HMD is doing in 2019-2020 to continue to improve upon student learning:

- For SLO #1, more classroom time will be devoted to kitchen cleanliness and sanitation.
- For SLO #2, two rubrics will be developed to better assess the managerial artifacts. Also, the reflection paper will include measurable data in that students will be required to assess their managerial skill improvement as a result of the class using a Likert scale.
- For SLO #3, the number of financial income statement assignments will increase from 6 to 8 to provide additional practice.

Student Learning Outcome 1

Student Learning Outcome	Identify and Practice safety principles related to food, personnel, and consumers		
Measurement Instrument 1	Direct: Students are required to take a nationally recognized exam and obtain ServSafe Food Protection Manager Certification. The exam content areas are divided into 7 areas including: Management of Food Safety Practices; Hygiene and Health; Safe Receiving, Storage, Transportation, and Disposal of Food; Safe Preparation and Cooking of Food; Safe Service and Display of Food; Cleanliness and Sanitation; Facilities and Equipment.		
Criteria for Student Success	Students will pass the exam within 3 attempts. The exam passing score is 75%.		
Program Success Target for this Measurement	90% of students will achieve a score of 75% or higher on the exam within the first 3 attempts	Percent of Program Achieving Target	92.3%
Methods	Student performance on the ServSafe exam was collected from the National Exam Servicing website. Student individual scores for the exam as a whole were obtained as well as pass/fail percentage. 24 out of 26 students passed within the 3 rd attempt.		
Measurement Instrument 2	Direct: Students demonstrate sanitation and equipment competence in a commercial kitchen.		
Criteria for Student Success	Students will successfully complete all the competencies.		
Program Success Target for this Measurement	80% of students will have a competency grade of 80% or greater.	Percent of Program Achieving Target	100% of students
Methods	Students are evaluated within the commercial kitchen laboratory by the instructor using the attached competency assessment forms: Laboratory Competency Form and Handwashing Competency Form.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
A review of the ServSafe exam scores indicate the students scored the lowest in the cleanliness and sanitation section of the exam. Additional classroom time will be added to the 2019 – 2020 academic classes regarding cleanliness and sanitation.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

The additional classroom time will be added to the 2019 – 2020 academic classes regarding cleanliness and sanitation.

Student Learning Outcome 2

Student Learning Outcome	Analyze and apply management principles in hospitality organizations to different situations		
Measurement Instrument 1	Direct: Students are required to complete an exam covering the principles of human resource management.		
Criteria for Student Success	Students will score a minimum of 80% on the exam assessing the principles of human resource management.		
Program Success Target for this Measurement	80% of students will score 80% or better, and the mean will be at least 80%.	Percent of Program Achieving Target	89% of students scored 80% or better and the mean was 81%.
Methods	Students' understanding of the principles of human resource management is assessed through a multiple-choice exam that addresses fundamental concepts, theories, and frameworks of human resource management in various organizational settings.		
Measurement Instrument 2	Direct: Job Analysis Project: Students complete the analysis on a chosen profession in the hospitality management and dietetics field and write a paper that includes the following components: title of the job being analyzed, data collection methods, job description, and job specifications.		
Criteria for Student Success	Students will score a minimum of 80% on the job analysis assignment.		
Program Success Target for this Measurement	80% of students will score 80% or better, and the mean will be at least 80%.	Percent of Program Achieving Target	89% of students scored 80% or better and the mean was 88%.
Methods	The job analysis is evaluated based on the depth and accuracy of the analysis and scholarly quality.		
Measurement Instrument 3	Indirect: Students write a final reflection paper in one of their capstone management courses analyzing their learning experience within a "classroom as an organization". The class dynamic compels students to actively engage with their peers in the classroom and to actively use management principles/skills to navigate the experience.		
Criteria for Student Success	Self-reported reflection data will include 1) specific management principles/processes used during the class to succeed 2) skills used and improved during the progression of the course		
Program Success Target for this Measurement	95% will indicate the class resulted in significant improvement of managerial skills	Percent of Program Achieving Target	100%
Methods	The assessment was based on the analysis of the final reflection paper. The paper has the students reflect on the process and discuss in detail the development of managerial skills over the course of the semester.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
For the measurement instrument 2, a rubric for the job analysis will be developed.			
Regarding measurement instrument 3, the final reflections are written memos in which the students are asked to qualitatively discuss their personal improvement in the performance and execution of managerial skills. 100% of the students (N=31) indicated they felt an improvement in their managerial skills including communication, providing feedback, and working with peers/co-workers. The paper has the students reflect on the process and discuss in detail the development of managerial skills over the course of the semester. As			

an improvement for future classes, an added assessment of skill improvement on a Likert scale will be added to the reflection. Students will indicate their assessment of skill improvement on a Likert scale of 3 -1. 3 = Significantly improved; 2 = Slightly improved; 1 = no improvement.

For 2019-2020, 20% of the memorandums (measurement instrument 3) will be reviewed by the HMD faculty on an annual basis to assess quality and effectiveness of the reflection papers. The grading rubric is attached.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The changes will be implemented for 2019-2020.

Student Learning Outcome 3

Student Learning Outcome	Evaluate and interpret financial data for operations		
Measurement Instrument 1	Direct: Financial Income Statement Assignment: Students complete a culminating assignment in which they evaluate financial data to determine specific financial performance metrics and recommend operational modifications based on the financial information.		
Criteria for Student Success	Students will score a minimum of 80% on the income statement assignment		
Program Success Target for this Measurement	80% of students will score 80% or better, and the mean will be at least 80%.	Percent of Program Achieving Target	100% of the students scored at least 80% and the mean was 96%
Methods	Students complete multiple preparatory assignments related to an income statement. The last and comprehensive assignment of the semester is the Financial Income Statement Assignment. For this assignment, students will correctly interpret financial information.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
To provide additional practice, the number of income statement assignments will increase from 6 to 8. Thus, there will be two additional preparatory assignments before the students complete the culminating Financial Income Statement Assignment.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The changes will be implemented for 2019-2020.			

Employee Name: _____

Job Role: Student

**Commercial Foods Lab – Handwashing competency
Competency Assessment
Key Annual Competency**

Codes for Competence Validation

- A Direct Observation of Performance
- B Skills Lab/Proficiency Testing
- C Written Exam
- D Document Review

Competency Based On

- HR High Risk
- PP Problem Prone
- PI Result of PI
- EP Equipment/Process Change
- E Essential Job Function

Job Specific Competency	Need Based On	Required Code For Competence Validation	Reference:	Code For Competence Validation <i>(circle code used for validation)</i>	Date and Initials of Evaluator	Comments/Plan of Action
Correctly identifies when hands must be washed.		B	ServSafe Manual			
Correctly identifies how long hands should be washed for.		A	ServSafe Manual			
Demonstrates the proper hand washing procedure.		A	ServSafe Manual			

COMMENTS: _____

Student's Signature & Date

Evaluator/Preceptor Signature & Date

Qualified Evaluators

Faculty Signature & Date

Name and Initials

Name and Initials

Name and Initials

Employee Name: _____

Job Role: Student

**Commercial Foods Lab
Competency Assessment
Key Annual Competency**

Codes for Competence Validation

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COMMENTS: _____

Student's Signature & Date

Evaluator/Preceptor Signature & Date

Qualified Evaluators

Faculty Signature & Date

Name and Initials

Name and Initials

Student # _____

HMD 452 Faculty Review Assignment Rubric

	SLO Exceeded	SLO Met	SLO Needs Improvement	SLO Not Met
The student will use managerial principles and skills during the “classroom as an organization” experience understanding need and use of said skills in organizations.	The student documented principles and skills citing 3 or more specific skills as well as the development of the skills over the course of the semester. The paper reflects on how the skills discussed were beneficial to the organization	The student documented principles and skills citing 1-2 specific skills as well as the development of the skills over the course of the semester. The paper reflects on how the skills discussed were beneficial to the organization.	The student documented principles and skills citing 1-2 specific skills as well as the development of the skills over the course of the semester.	The student documented principles and skills with generic discussion points. No discussion related to the development of the skills over the course of the semester.
The student will discuss an interaction they had with fellow organizational member and reflect on how skills gained through the class affected that interaction or led to a deeper understanding of how to implement/use the skill during that interaction.	Discussed more than one on one interaction and reflected on the relationship of the interaction(s) with skills gained through the class.	Discussed a one on one interaction and reflected on the relationship of the interaction with skills gained through the class.	Discussed a one on one interaction, but did not reflect on the relationship of the interaction with skills gained through the class.	Did not discuss a one on one interaction in the memorandum.