Assurance of Student Learning Report 2023-2024	
College of Health and Human Services	Department of Applied Human Sciences
Hospitality Management and Dietetics (707)	
Karen Mason, HMD Program Coordinator	
Is this an online program? ☐ Yes X No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**) X No

*** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.

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

Program 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

Based on your results, check whether the program met the goal Student Learning Outcome 1.	X Met	☐ Not Met

Program 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, check whether the program met the goal Student Learning Outcome 2.	X Met	☐ Not Met

Program Student Learning Outcome 3: Evaluate and interpret financial data for operations

Instrument 1	Direct: Financial Income Statement Assignment

Based on your results, check whether the program met the goal Student Learning Outcome 3.	☐ Met	X Not Met

Assessment Cycle Plan:
The SLOs for 2024-2025 are changing. The HMD Unit with guidance from the CHHS dean's office wanted to assess student learning that maintains SLOs across all concentrations, as well as including a SLO that is concentration specific. Below will be the assessment plan (approved by the university in May 2024). The significant changes are the addition of SLO #4, which is concentration specific and one of the instruments (exam in HMD 351) is being removed.

SLO 1	Demonstrate safety principles related to food, personnel, and consumers	#1 National Restaurant Association ServSafe Manager Certification Exam #2 Sanitation and equipment competencies in a commercial kitchen
SLO 2	Analyze financial data for operations	#1 Financial Income Statement Assignment

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SLO 3	Evaluate management and leadership principles in hospitality organizations	#1 Leadership project #2 Final reflection paper in a capstone management course analyzing students' learning experience within a "classroom as an organization"
SLO 4	Effectively communicate to diverse populations	#1 Community education project (Nutrition & Dietetics and Food, Nutrition & Wellness concentrations) #2 Marketing plan (Hotel, Restaurant, and Tourism Management concentration)

Program Student Learning Outcome 1			
Program Student Learning Outcome	**Identify and practice safety principles related to food, personnel, and consumers**		
Measurement Instrument 1	**Direct:** Students in HMD 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 70%.		
Program Success Target for this Measurement	90% of students will achieve a score of 70% or higher on the exam (considered passing) within the first 3 attempts	**Percent of Program Achieving Target**	100% passed
Methods	Student performance on the ServSafe exam (in HMD 152) is collected from the National Exam Servicing website. Individual scores for the exam are obtained as a point score and a percentage. The course grade is pass/fail. The exam was proctored twice in both fall 2023 and spring 2024. Collectively, 32 (19 in the Fall and 13 in the Spring) students took the exam in 2023-2024. Three incompletes from Fall 2023 passed in spring 24 on their third try.		
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	**Program Success Target for this Measurement**	100% of students earned greater than 80% on the assessment of the competencies
Methods	Students (n=32) demonstrated sanitation and equipment competence to the faculty. Grades were scored using demonstration and evaluation rubrics.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		**X Met**	☐ **Not Met**
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

Results:
Measurement Instrument 1: Combining both semesters, 32/32 students passed the ServSafe exam for the year. If the semesters are separated, 16/19 passed in the fall and 13/13 passed in the spring, plus the 3 that did not pass in the fall retook the exam and passed in the spring. Spring and Fall terms were taught by two different faculty, but both utilized the same bi-term format for the course with an intensive two-day classroom session which is how the course is taught in industry.

Measurement Instrument 2:   Sanitation and equipment knowledge/skills are so critical for this course; thus, the assessment was given in both written and hands-on formats, with more cooking labs taking place before the practical exam. The pass rate indicates this format was successful.

Conclusions:
For Measurment Instrument 1, analysis of the content areas indicates a need for increased focus on the flow of foodservice, sanitation and pest control. An increased emphasis will be placed on these topics in the fall. In addition, the use of the study guide will continue to be used in the fall/spring.

For Measurement Instrument 2, analysis of the content areas indicates a need for increased focus on use of the dish machine, cleaning of equipment, and use of the sanitizing solutions. An increased emphasis will be placed on these topics in the fall/spring.

Plans for Next Assessment Cycle:
Measurement instrument 1 will be assessed in Fall 2024 and Spring 2025 (by Julie Lee in the fall and Matt VanSchenkhof in the spring). Measurement instrument 2 will be assessed in the spring (by Julie Lee) since the course (HMD 251) is only offered in the spring. The data for measurement instrument 1 will be collected in HMD 152 Foodservice Sanitation and the data for measurement instrument 2 will be collected in 251 Commercial Food Prep. HMD 152 will be offered earlier in the semester in the fall to provide the opporutinty for two re-takes before the start of the spring 2024 semester.

Program Student Learning Outcome 2			
Program Student Learning Outcome	Analyze and apply management principles in hospitality organizations to different situations		
Measurement Instrument 1	**Direct:** Students are required to complete exams covering the principles of human resource management.		
Criteria for Student Success	Students will score a minimum of 80% on the exams 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**	85% of students scored 80% or better and the mean was 85%
Methods	Students' understanding of the principles of human resource management were assessed through three exams with multiple choice and short answer questions within HMD 351 Human Resource Management in Hospitality. Exams addressed fundamental concepts, theories, and frameworks of human resource management in various organizational settings. The evaluation occurred in spring 2024 for the entire class (n=28).		
Measurement Instrument 2	**Direct**: Leadership Project: Students as a team complete the analysis of a leadership/management theory and write a paper that includes the following components: origin, principles, current relevance, pros and cons, and use in the ourism/hospitality/foodservice/healthcare/wellness industry.		
Criteria for Student Success	Students will score a minimum of 80% on the leadership project in HMD 351 Human Resource Management in Hospitality.		
Program Success Target for this Measurement	80% of students will score 80% or better, and	**Percent of Program Achieving**	100% of students scored 80% or

	the mean will be at least 80%.	**Target**	better and the mean was 95%
Methods	The leadership project was evaluated in spring 2024 within the HMD 351 Human Resource Management course (n=28) and was 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% indicated the class resulted in significant improvement of managerial skills
Methods	The final evaluation and memo were reviewed for student comments related to improvement in management principles and future application. All students (26) indicated they noted improvement in one or more important managerial skills including communication, critical thinking, and recognizing bias. 25 of 26 (96%) students indicated they believe the skills learned in the class will serve them well in the future noting improved leadership skills, open to new points of view and recognizing different learning styles.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**X Met**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results:
Measurement instruments #1 and #2: Both targets were met. The professor started exam review sessions two years ago and has had such success with exam preparation that she will continue to provide those sessions in HMD 351 Human Resource Management in Hospitality. (n = 28)

Measurement instrument #3: All students (26/26) in HMD 452 indicated they improved skills related to managing others, often sited skills included: improved communication, compromising, leading discussions, confidence to vocalize their thoughts and ideas. Most students (96%) indicated they recognized that skills learned in this class will be utilized in their future careers. (n = 26)

Conclusions: Principles learned in HMD 351 Human Resource Management are used in the capstone management course, HMD 452 Quality Service Management. HMD 452 allowed students to engage with their peers in building an organization from the ground up where they had the opportunity to use and observe the principles/theories of management they learned during their academic and work careers.

Plans for Next Assessment Cycle:
HMD 351 (used to assess measurement instrument #1 and #2) had a name change starting in fall 2023, Human Resource Management in Hospitality, and Soyeon Kim will collect assessment data in spring 2025 (when the course will be offered again). The faculty member teaching the course plans to continue to have review sessions before exams for students. For the HMD 452 course (used to assess measurement instrument #3), the faculty member teaching the course (Ann Embry) clarified the questions for the reflection paper and updated the course manual to ensure 1) the SLO was met and 2) to improve the classroom experience (these were planned for this year and they were implemented). Plans for the upcoming year in HMD 452, include a rewrite of the class manual to increase specific management theory and principles terminology in the class as a means to improve student recognition of the terms and theories as means to align with dietetics accreditation requirements and students' ability to pass the national credentialling exam to become Registered Dietitian Nutritionists.

Program Student Learning Outcome 3	
Program 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%.	**Program Success Target for this Measurement**	76% of the students received 80% or better, with a mean of 83%
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 were assessed regarding their successful interpretation of financial information. The entire class was assessed in both fall 2023 (n=13) and spring 2024 (n=24).		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	☐ Met	X Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: Essay questions were added for 2022-2023 and more again in 2023-2024 for additional critical thinking and interpretation of the financial analyses. While most students demonstrated proficiency with this format, some students struggled. Three did not pass the course in Spring 2024. The average scores were lower compared to the previous year, impacted by students not passing and students not turning in all assignments.

Conclusions: This course was offered in-person in Fall 2023 and Spring 2024 and will continue to be taught face to face with web-enhanced content. This web-enhanced aspect allows students to review pre-recorded lectures multiple times (if needed) if/when having difficulty with assignments. The number of students not turning in assignments impacted the scores this year. The students who struggled declined additional tutoring or assistance and did not take advantage of the opportunity to rework some assignments.

Plans for Next Assessment Cycle: The data for the measurement instrument will be collected both fall and spring in HMD 354 Data Analytics by Ms. Julie Lee. As stated in the conclusions, the course will continue to be offered as web-enhanced and students will have access to pre-recorded lectures. Additional emphasis on critical thinking and analysis of financial information will be added to the course. Tutoring, individual instruction, and additional attempts on some assignments will continue to be given.

CURRICULUM MAP TEMPLATE

Program name:	Hospitality Management & Dietetics
Department:	Applied Human Sciences
College:	College of Health and Human Services
Contact person:	Karen Mason
Email:	karen.mason@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

Course Subject/ Core Course***	Number	Course Title	LO1: Identify and practice safety principles related to food, personnel, and consumers.	LO2: Analyze and apply management principles in hospitality organizations to different situations.	LO3: Evaluate and interpret financial data for operations.
			Learning Outcomes		
HMD	151	Food Science	I		
HMD	152	Food Service Sanitation	M/A		
HMD	211	Human Nutrition	R		
HMD	251	Commercial Food Preparation	R/A		I
HMD	252	Hospitality Information Technology		I	I
HMD	351	Human Resource Management in the Hospitality Industry		R	

HMD	353	Menu Planning and Purchasing	R	R	
HMD	354	Cost Control in the Hospitality Industry			M/A
HMD	452	Quality and Service Management in the Hospitality Industry		M/A	
HMD	459	Senior Seminar in HMD		R/A	

*Note 1: If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab,
and specify the name of the track in addition to the name of the program.

*Note 2: Your program may have a component or milestone that is important for your learning outcomes, but that
you don't associate with a course number. Examples might include independent/mentored research,
qualifying exams, a prospectus, defense, clinical rotations, etc. Alternately, your program may have several
components or milestones that fall under one course number that you would like to differentiate in
the curriculum map. Feel free to add those details to the curriculum map in order to represent those
learning opportunities (Please omit optional extracurricular activities.)

***The Hospitality Management & Dietetics major contains 3 concentrations: Hotel, Restaurant, Tourism Management; Nutrition & Dietetics; Food Nutrition & Wellness. The SLO's were written for the core courses that are common to all 3 concentrations. However, starting in 2024-2025, one of the SLOs will be concentration specific. Thus, the plan next year will be to include curriculum maps by concentration.

Employee Name: _____   **Job Role: <u>Student</u>**

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Commercial Foods Lab – Dish Machine
<u>Competency Assessment</u>
Key Annual Competency

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<u>Codes for Competence Validation</u>   **<u>Competency Based On</u>**

DO	Direct Observation of Performance		HR	High Risk
V	Skills Lab/Verbal Proficiency Testing		PP	Problem Prone
Q	Written Exam/Quiz		PI	Result of PI
DR	Document Review		EP	Equipment/Process Change
			E	Essential Job Function

Job Specific Competency	Need Based On	Required Code For Competence Validation	Reference:	Code For Competence Validation *(circle code used for validation)*	Date and Initials of Evaluator	Comments/Plan of Action
Accurately set up and start dish machine	HR E	DO	User Manual			
States correct temperatures for dishmachine operations	HR	V	ServSafe			
Demonstrates procedure for running dishes	PP	DO	User Manual			
Demonstrates dishmashine shut down.	E	DO	User Manual			

COMMENTS: _____

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Employee Signature & Date   Evaluator/Preceptor Signature & Date

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Professor/Director's Signature & Date

Employee Name: _____   **Job Role: Student** _____

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Commercial Foods Lab – Handwashing
Competency Assessment
Key Annual Competency

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Codes for Competence Validation   **Competency Based On**

DO	Direct Observation of Performance	HR	High Risk
V	Skills Lab/Verbal Proficiency Testing	PP	Problem Prone
Q	Written Exam/Quiz	PI	Result of PI
DR	Document Review	EP	Equipment/Process Change
		E	Essential Job Function

Job Specific Competency	Need Based On	Required Code For Competence Validation	Reference:	Code For Competence Validation *(circle code used for validation)*	Date and Initials of Evaluator	Comments/Plan of Action
Correctly indicates when hands are to be washed.	HR PP E	V	Servsafe Manual			
Correctly identifies how long to wash hands.	HR PP E	DO	Servsafe Manual			
Demonstrates the correct hand washing procedure.	HR PP E	DO	Servsafe Manual			

COMMENTS: _____

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Employee Signature & Date   Evaluator/Preceptor Signature & Date

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Professor/Director's Signature & Date

Employee Name: _____ **Job Role:** <u>Student</u>

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Commercial Foods Lab – Steamer
<u>Competency Assessment</u>
Key Annual Competency

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<u>Codes for Competence Validation</u>

DO	Direct Observation of Performance
V	Skills Lab/Verbal Proficiency Testing
Q	Written Exam/Quiz
DR	Document Review

<u>Competency Based On</u>

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 *(circle code used for validation)*	Date and Initials of Evaluator	Comments/Plan of Action
Demonstrates start up procedure.	E	DO	User Manual			
Accurately interprets the indicator lights.	E	V	User Manual			
Demonstrates how to turn off the steamer.	E	DO	User Manual			
Demonstrates how to safely load, unload, and operate the steamer.	E	DO	User Manual			
Demonstrates how to properly clean the steamer.	PP E	DO	ServSafe			
Accurately discusses the deliming procedure.	PP	V	User Manual			

COMMENTS: _____

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_____   _____
Employee Signature & Date   Evaluator/Preceptor Signature & Date

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Professor/Director's Signature & Date

Leadership Paper and Presentation

Paper (100 points)

1. Each team will be assigned a leadership topic. The assigned topic will be posted on Blackboard.

2. The paper is to be a review of the leadership topic, including, but not limited to, origin, principles, current relevance, pros and cons, and use in the tourism/hospitality/foodservice/healthcare/wellness industry.
   a. Sources – Use at least one book source, one website (must be a professional site, not a blog, etc.), and one journal article, including credible business/industry journals.
   b. The paper should have three sections:
      i. Section 1. Introduction (background) to the leadership theory or principle (1-2 pages)
      ii. Section 2. Literature review including definitions, principles, pros and cons (2-3 pages)
      iii. Section 3. Use in the hospitality and dietetics fields (or the industry you are in) and current relevance overall (1-2 pages). *NOTE:* This section should include TWO separate parts for hospitality and dietetics.

3. The paper is to be written in APA format – Times New Roman 12pt, double-spaced, with references at the end of the paper. The paper should be at least 4 pages, *not* including the title page and reference page(s). Please navigate to the following websites for citations and references.
   a. http://www.apastyle.org/
   b. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

4. Grading

Content: Show clear comprehension of basic concepts and principles of the theory and apply the theory in the workplace.	70 Points
• Introduction	20 Points
• Literature Review	30 Points
• Application	20 Points
References: Use appropriate and adequate sources with proper citations.	20 Points
• Met reference requirements	10 Points
• Correct APA format for references	10 Points
Grammar, Spelling, & Professionalism	10 Points
• Spelling and Grammar	5 Points
• Professional Language and Formatting	5 Points
TOTAL	*100 Points*

NOTE: The leadership paper will be submitted through SafeAssign, a plagiarism-detecting program in Blackboard. SafeAssign compares submitted assignments against a set of academic papers, websites, or any sources to identify areas of overlap between submitted assignments and existing works. Presenting a borrowed passage without reference to the source after

changing a few words is also plagiarism. Please refer to the
https://www.wku.edu/handbook/academic-dishonesty.php/

Presentation (50 points)

The presentation will be a team presentation training your audience on the principles of leadership theory.

1. The training presentation will be 10-20 minutes in length.

2. *All* members of the team must participate in the presentation.

3. An interactive activity must be incorporated into the presentation.

4. A Blackboard submission of the presentation must include:
    a. The visuals used during the presentation
    b. Team Project Critique: Each member must submit a one-page critique of the project, including an evaluation of how each member excelled and struggled during this project. The goal is for you to evaluate the strengths and weaknesses of your peers and communicate those in a written form.

5. Grading

Presentation	40 Points
• Visuals	10 Points
• Oral Delivery	10 Points
• Interactive Activity	20 Points
Team Project Critique	**10 Points**
TOTAL	*50 Points*