

**Assurance of Student Learning  
2019-2020**

College of Health and Human Services

Applied Human Sciences

Hospitality Management and Dietetics (707)

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*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

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

**Not Met**

**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

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

**Instrument 1**    Direct: Financial Income Statement Assignment

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

**Met**

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

The results from this assessment indicate that SLO #2 and #3 were met. Below is a summary of what HMD is doing in 2020-2021 to continue to improve upon student learning:

- For SLO #1, videos for the spring 2021 semester will be made by the professor of instruction to demonstrate the competencies assessed.
- For SLO #2, the three measurement instruments will be updated to better assess student learning.
- For SLO #3, more calculation problems will be added to each assignment in preparation of the Financial Income Statement Assignment.

Data collection for SLO #1 Measurement Instrument 1 is in progress due to the inability of the students in HMD 151 Foodservice Sanitation to take the ServSafe exam in spring 2020.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	Identify and Practice safety principles related to food, personnel, and consumers		
<b>Measurement Instrument 1</b>	<b>Direct:</b> 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.		
<b>Criteria for Student Success</b>	<i>Students will pass the exam within 3 attempts. The exam passing score is 75%.</i>		
<b>Program Success Target for this Measurement</b>	90% of students will achieve a score of 75% or higher on the exam within the first 3 attempts	<b>Percent of Program Achieving Target</b>	64.2%*
<b>Methods</b>	Due to the University transitioning to online only in spring 2020, students in the HMD 152 Foodservice Sanitation were unable to take the ServSafe exam. Thus, at the time of this reporting, the exam has been proctored twice and 9 out of 14 students have successfully passed the ServSafe exam. Student performance on the ServSafe exam is collected from the National Exam Servicing website. Individual scores for the exam are obtained as pass/fail. Currently, 9 out of 14 students have passed within the 3 <sup>rd</sup> attempt.		
<b>Measurement Instrument 2</b>	Direct: Students demonstrate sanitation and equipment competence in a commercial kitchen.		
<b>Criteria for Student Success</b>	<b>Students will successfully complete all the competencies.</b>		
<b>Program Success Target for this Measurement</b>	80% of students will have a competency grade of 80% or greater.	<b>Percent of Program Achieving Target</b>	100% of students
<b>Methods</b>	Students were evaluated in spring 2020 (n=19) within the commercial kitchen laboratory (in HMD 251 Commercial Food Preparation) by the instructor using the attached competency assessment forms: Laboratory Competency Form and Handwashing Competency Form.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<p>Measurement Instrument 1: Based on the evaluation of the ServSafe scores from the previous year (2018-2019), students scored the lowest on cleanliness and sanitation. For 2019-2020, additional lecture/discussion time was added to the course. However, data are still being collected from the 2020 semester due to the University transitioning to completely online. Thus, the data collection to measure program success is in progress.</p> <p>Measurement Instrument 2: Even though the HMD unit is meeting the target for measurement instrument 2, the faculty who teach and have taught HMD 251 Commercial Food Prep know the anxiety experienced by students regarding the laboratory equipment. Thus, more quizzes and review were added to the course in 2019-2020.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Students will be offered another attempt to take the National ServSafe exam in fall 2020.			
The increased quizzes and review in HMD 251 helped the course delivery and improved student learning and comprehension. For spring 2021, the instructor will make videos to demonstrate the competencies being assessed on the evaluation forms.			

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

Both measurement instruments will be assessed every spring since the courses in which the evaluations occur are now only being offered during the spring semester. The data for the first measurement instrument will be collected in HMD 152 Foodservice Sanitation by Dr. Ann Embry and the data from the second measurement instrument will be collected in HMD 251 Commercial Food Prep by Ms. Julie Lee.

**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.

<b>Program Success Target for this Measurement</b>	80% of students will score 80% or better, and the mean will be at least 80%.	<b>Program Success Target for this Measurement</b>	91% of students scored 80% or better and the mean was 81%
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**Methods** Students' understanding of the principles of human resource management were assessed through a multiple-choice exam within HMD 351 Human Resource Management that addresses fundamental concepts, theories, and frameworks of human resource management in various organizational settings. The evaluation occurred in spring 2020 for the entire class (n=29).

**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.

<b>Program Success Target for this Measurement</b>	80% of students will score 80% or better, and the mean will be at least 80%.	<b>Program Success Target for this Measurement</b>	90% of students scored 80% or better and the mean was 85%
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**Methods** The job analysis project was evaluated in spring 2020 within the HMD 351 Human Resource Management course (n=29) 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

<b>Program Success Target for this Measurement</b>	95% will indicate the class resulted in significant improvement of managerial skills	<b>Program Success Target for this Measurement</b>	100%
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**Methods** The assessment was based on the analysis of the final reflection paper in HMD 452 Quality Service Management in spring 2020 (n=15). 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** **Not Met**

<p><b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</p> <p>For measurement instrument 2, the rubric for the job analysis was developed in spring 2020 to better assess student learning outcomes and will be implemented in 2020-2021.</p> <p>For measurement instrument 3, an added assessment of skill improvement was planned for 2019-2020 (managerial skill improvement assessed on a Likert scale). Due to the challenges of the spring 2020 semester, this added assessment piece was not added to the assignment. However, for the spring 2021 semester, students will evaluate the development of their managerial skills as a result of this class using a Likert scale (3 = significantly improved; 2 = slightly improved, and 1 = no improvement).</p>
<p><b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p> <p>For measurement instrument 1, short answer questions will be added to the exam to better capture students' knowledge, skill, and abilities. This will occur in HMD 351 Human Resource Management in spring 2021.</p> <p>For measurement instrument 2, the rubric described under Actions will be implemented and the evaluation methods section will be enhanced to incorporate the use of indirect and direct sources to analyze a job. This will occur in HMD 351 Human Resource Management in spring 2021. Overall, the development of the rubric will help students better understand expectations and requirements on the analysis and help the instructor assess the analysis more accurately. This will benefit the course/program to meet this student learning outcome.</p> <p>For measurement instrument 3, for the spring 2021 semester, students will indicate their assessment of their development of managerial skills using a Likert scale (3 = significantly improved; 2 = slightly improved, and 1 = no improvement).</p>
<p><b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)</p> <p>All three measurement instruments will be assessed every spring. The data for measurement instruments 1 and 2 will be collected in HMD 351 Human Resource Management by Dr. Soyeon Kim and the data from the third measurement instrument will be collected in HMD 452 Quality Service Management by Dr. Ann Embry.</p>

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Evaluate and interpret financial data for operations		
<b>Measurement Instrument 1</b>	<b>Direct:</b> 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.		
<b>Criteria for Student Success</b>	Students will score a minimum of 80% on the income statement assignment		
<b>Program Success Target for this Measurement</b>	80% of students will score 80% or better, and the mean will be at least 80%.	<b>Program Success Target for this Measurement</b>	85% of the students received 80% or better, with a mean of 85%
<b>Methods</b>	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 spring 2020 (n=13).		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<p><b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)</p> <p>Based on 2018-2019 assessment data, the instructor assigned additional preparatory assignments to give students more practice in preparation of the culminating Financial Income Statement assignment. Not only did the instructor add more assignments, but modifications were made to the exams in spring 2020 to assess student readiness for the culminating assignment (e.g. adding more essay questions).</p>			

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

Based on the 2019-2020 data, the students had improved scores on the assignments/exams leading up to the culminating Financial Income Statement Assignment. Thus, the changes made in 2019-2020 will continue into the 2020-2021 academic year. In addition, the new edition of the textbook is being adopted in HMD 354 Cost Control and Financial Analysis for 2020-2021 and more practice problems will be added to each chapter assignment which means a lot more practice with the income statements and budgetary information. Practice problems per chapter will increase from an average of 9 practice problems to 12. This student learning outcome will be re-assessed in spring 2021.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

The data for the measurement instrument will be collected every spring in HMD 354 Cost Control and Financial Analysis by Ms. Julie Lee.

Employee Name: \_\_\_\_\_

Job Role: Student

**Commercial Foods Lab  
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 <small>(circle code used for validation)</small>	Date and Initials of Evaluator	Comments/Plan of Action

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature & Date

\_\_\_\_\_  
Evaluator/Preceptor Signature & Date

\_\_\_\_\_  
Qualified Evaluators

\_\_\_\_\_  
Faculty Signature & Date

\_\_\_\_\_  
Name and Initials

\_\_\_\_\_  
Name and Initials

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

**Equipment & Safety Competencies**

Student: \_\_\_\_\_

<b>Equipment</b>	<b>Turn On</b>	<b>Turn Off</b>	<b>Clean</b>	<b>Safety</b>
Freezer				
Refrigerator				
Coffee Maker				
Lowerater				
Steamer				
Range Top				
Still Oven 1				
Deck Oven				
Salamander				
Still Oven 2				
Food Processor				
Blender				
Slicer				
Immersion Blender				
Standing Mixer, Kitchenaid				
Standing Mixer, Large				
Convection Oven				
Flat Top				
Grill				
Steam Jacketed Kettles				
Handwashing Sink				
Sanitizer Station				
3-Sinks				
Dish Machine				
Disposal				
Demonstrations:				
Handwashing				
Calibrate Thermometer				
Assemble Food Processor				



SLO 2 – Measurement Instrument 2  
Job Analysis Rubric

<b>Criteria</b>	<b>Unacceptable</b>	<b>Requires Improvement</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
Introduction & Job Title	Shows no evidence.	Lists the selected job but reasons provided for selecting the job is not clearly stated.	Defines the selected job and states the reason(s) why the job was chosen.	Clearly defines the selected job and state the reason(s) why the job was chosen.	Clearly defines the selected job and state the reason(s) why the job was chosen in detail.
Method & Procedures	Shows no evidence.	Used limited direct/indirect method for the job analysis and did not explain the procedures of the analysis.	Used some direct/indirect sources for the analysis and states the procedures of the analysis.	Used adequate number of direct/indirect sources for the analysis and clearly states the procedures of the analysis.	Used various direct/indirect sources for the analysis (including an interview) and clearly describes the procedures of the analysis.
Job Description	Shows no evidence.	Demonstrates insufficient understanding of important duties and responsibilities of the job.	Demonstrates some knowledge of important duties responsibilities of the job.	Demonstrates adequate knowledge of the important duties and responsibilities of the job.	Demonstrates superior knowledge of important duties and responsibilities of the job.
Job Specification	Shows no evidence.	Shows little understanding of qualifications needed and misses some elements.	Includes some of knowledge, skills, ability, education, experiences and other qualifications needed.	Briefly summarizes knowledge, skills, ability, education, experiences and other qualifications needed.	Thoroughly and clearly summarizes knowledge, skills, ability, education, experiences and other qualifications needed.
Format	Shows no evidence.	Poor structure. Some grammar and APA mistakes including references.	Mostly good structure. Mostly proper grammar and APA format including references.	Good structure. Mostly proper grammar and APA format including references.	Excellent structure. Proper grammar and APA format including references.

Please elaborate on each question, no more than 1 page for each question. Please be honest and truthful. Grading on this memo will not be based on how positive or negative you are, but how complete and thought provoking your answers are. The memo is due on or before May 14th at 1:00p.m. Please turn in through blackboard under content/final evaluation.

1. An objective of this course is to provide you an experience in which you not only use managerial skills, but also grow those skills throughout the semester. Please provide a discussion of skills you used and grew over the course of the semester, provide specific instances of these skills and growth. These examples can be either in the classroom or outside the classroom experience.
2. Discuss interaction(s) you had in the organization in which you had to interact with another organization member and which skills grew as you engaged in these one to one interactions.
3. Place yourself in the role of the CLO, please explain how or if you would change the role of the CLO. Explain your answer.
4. Give examples of three unnecessary value judgements you have either stated or encountered in your work life or in your school life, please rephrase the unnecessary value judgements to more acceptable statements.
5. What are the two (for each view) most important lessons that you have learned this semester? Explain Why?
  - a. From a personal point of view
  - b. From a team point of view
  - c. From a system point of view (all of the class)
6. What is the number one part of HMD 452 that you feel was ineffective or needed more clarity? (Please refrain from discussing the confusion in the beginning as I understand the confusion, but I also think that confusion/lack of structure leads to learning).
7. Describe an example of how you have taken a risk in your work life or in XB describing why you took the risk. Then describe a time when you did not take a risk and explain what held you back from taking the risk. How does trust impact taking risk.
8. Please discuss in detail an area/section of the manual you would modify/change to make it better for classes in the future. This could be for any part of the manual, job descriptions, introduction, philosophy statement, etc. Please attach the section of the manual you are discussion and add note to the papers.

\*\*\*Final statement\*\*\*

As the CLO for this organization I find myself at times disappointed with how the organization is progressing and at other times so proud and amazed at the organization. It is a roller-coaster ride for me, so I can only imagine the emotional ride it is as a member without prior exposure. Let me say that you all have met and exceeded my expectations this semester and I thank you for your wiliness to go through this experience with me.

Please answer the following questions as an evaluation of the class

