

**Assurance of Student Learning Report
2022-2023**

College of Health and Human Services

Applied Human Sciences

Hospitality Management and Dietetics (707)

Dr. Karen Mason (HMD Unit Leader)

Dr. Heather Payne-Emerson (Director of Nutrition & Dietetics)

Is this an online program? Yes 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**)

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.

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.

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

Not Met

Assessment Cycle Plan:

All outcomes were assessed in 2022-2023. For the upcoming year (2023-2024), student learning outcomes will be updated. Up until this point, all outcomes were assessed from courses required by all three concentrations, but moving forward HMD plans to have at least one learning outcome specific for the unique concentrations: 1) Hotel, Restaurant & Tourism Management, 2) Food, Nutrition & Wellness, and 3) Nutrition and Dietetics. This also affects the curriculum maps, which will also be updated to reflect the three concentrations.

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 75%.		
Program Success Target for this Measurement	90% of students will achieve a score of 75% or higher on the exam (considered passing) within the first 3 attempts	Percent of Program Achieving Target	87.5% 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 pass/fail. The exam was proctored three times in both fall 2022 and spring 2023. Collectively, 48 students took the exam in 2022-2023.		
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 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 evaluation rubrics.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: Measurement Instrument 1: Combining both semesters, 42/48 students passed the ServSafe exam for the year. If the semesters are separated, 20/25 passed in the fall and 22/23 passed in the spring. While the faculty member who taught in the fall has a significant foodservice management background, he had not taught this course (HMD 152) since he started teaching at WKU two years ago. He stepped up to teach the course while another faculty member was on medical leave. Thus, this could explain the lower pass rate for the fall. For the spring 2023 class, the faculty member used the last class as a study day. The results were expected for the year.</p> <p>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.</p>			
<p>Conclusions: For Measurement Instrument 1, analysis of the content areas indicates a need for increased focus on food safety and foodborne illnesses. This will be taken into consideration for development of content in the fall. In addition, the use of the study guide will continue to be used in fall 2023 (course will not be offered in spring 2024). Additionally, the Serv Safe Exam has reduced the passing score from 75% to 70% which will likely help the pass rate moving forward (this is a recent change).</p>			

For Measurement Instrument 2, analysis of the content areas indicates a need for increased focus on use of the dish machine and sanitizing solutions. This will be taken into consideration for development of content next year.

Plans for Next Assessment Cycle:

Measurement instrument 1 will be assessed only in fall 2023 by Ann Embry since the course (HMD 152) will be offered only fall semester. 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 opportunity 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	82% 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. Exams addressed fundamental concepts, theories, and frameworks of human resource management in various organizational settings. The evaluation occurred in spring 2023 for the entire class (n=31).		
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 tourism/hospitality/foodservice/healthcare/wellness industry.		
Criteria for Student Success	Students will score a minimum of 80% on the leadership project.		
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 students scored 80% or better and the mean was 93%
Methods	The leadership project was evaluated in spring 2023 within the HMD 351 Human Resource Management course (n=31) 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	Included in the final reflection paper, students were asked two specific questions related to skill building using a 5 point Likert scale. Question #1: My improvement over the semester in skills related to managing others grew and Question #2: I believe I will use the skills		

learned in this class in my future worklife. (n=15)			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> 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. Exam review sessions with practice exam questions were provided in HMD 351 Human Resource Management, and the data showed that this worked. (# students = 31)			
Measurement instrument #3: All students 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. All students (100%) indicated they recognized that skills learned in this class will be utilized in their future careers. (# of students = 15)			
Conclusions: Principles learned in HMD 351 Human Resource Management are used in the capstone management course, HMD 452 Quality Service Management. This class (HMD 452) was successful in providing a means for each students to recognize their value in an organization and how each individual in an organization is important for the whole organization to function. One task the students were asked to do needs more clarity (showcasing their strengths). The professor plans to add more details to the assignment.			
Plans for Next Assessment Cycle:			
HMD 351 (used to assess measurement instrument #1 and #2) will have a name change starting in fall 2023, Human Resource Management in Hospitality, and Soyeon Kim will collect assessment data in spring 2024 (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 in the fall (Ann Embry) will clarify the questions asked for the reflection paper to get the most meaningful data and update the course manual to ensure 1) the SLO is met and 2) to improve the classroom experience.			

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%.	Percent of Program Achieving Target	90% of the students received 80% or better, with a mean of 92%
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 spring 2023 (n=29).		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

Results: The new edition of the textbook was adopted in HMD 354 Cost Control and Financial Analysis for 2020-2021 and more practice problems were added to each chapter assignment which meant a lot more practice with the income statements and budgetary information. Practice problems per chapter increased from an average of 9 practice problems to 12. Essay questions were added for 2022-2023 for interpretation of the financial analyses. Based on the 2022-2023 data, students continue to demonstrate proficiency with these forms. The mean was higher compared to the previous year.

Conclusions: This course was offered in-person in Spring 2023, 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.

Plans for Next Assessment Cycle: The data for the measurement instrument will be collected both fall and spring in HMD 354 Cost Control and Financial Analysis 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.

***** Please include Curriculum Map (below/next page) as part of this document**

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

			Learning Outcomes		
			LO1:	LO2:	LO3:
			Identify and practice safety principles related to food, personnel, and consumers.	Analyze and apply management principles in hospitality organizations to different situations.	Evaluate and interpret financial data for operations.
Course Subject/ Core Course***	Number	Course Title			
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. However, the SLO's were written for the core courses that are common to all 3 concentrations (as done in the example provide).**

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Employee Name: _____

Job Role: Student

**Commercial Foods Lab – Dish Machine
Competency Assessment
Key Annual Competency**

Codes for Competence Validation

DO Direct Observation of Performance
V Skills Lab/Verbal Proficiency Testing
Q Written Exam/Quiz
DR 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
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 dishmachine shut down.	E	DO	User Manual			

COMMENTS: _____

Employee Signature & Date

Evaluator/Preceptor Signature & Date

Professor/Director's Signature & Date

Employee Name: _____

Job Role: Student

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

Codes for Competence Validation

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

Employee Signature & Date

Evaluator/Preceptor Signature & Date

Professor/Director's Signature & Date

Employee Name: _____

Job Role: Student

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

Codes for Competence Validation

DO Direct Observation of Performance
V Skills Lab/Verbal Proficiency Testing
Q Written Exam/Quiz
DR 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
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 delimiting procedure.	PP	V	User Manual			

COMMENTS: _____

Employee Signature & Date

Evaluator/Preceptor Signature & Date

Professor/Director's Signature & Date

Leadership Paper and Presentation

Paper

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)
3. The paper to be written in APA format – Times New Roman 12pt, double-spaced, with references at the end of the paper. The paper is to be a minimum of 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, which is 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. To present a borrowed passage without reference to the

source after having changed a few words is also plagiarism. Please refer to the <https://www.wku.edu/handbook/academic-dishonesty.php/>

Presentation

The presentation will be a team presentation training your audience on the principles of leadership theory. Team assignments are listed on Blackboard.

1. The training presentation will be 10-20 minutes in length.
2. All members of the group must participate in the presentation.
3. An interactive activity must be incorporated into the presentation.
4. Blackboard submission of the presentation must include:
 - a. The visual used during the presentation
 - b. Team Project Critique: Each member must submit a 1-page critique of the presentation including an evaluation of how each member excelled and how each member 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	75 Points
• Visuals	25 Points
• Oral Delivery	25 Points
• Interactive Activity	25 Points
Evaluations/Summary	10 Points
Team Project Critique	15 Points
TOTAL	100 Points