

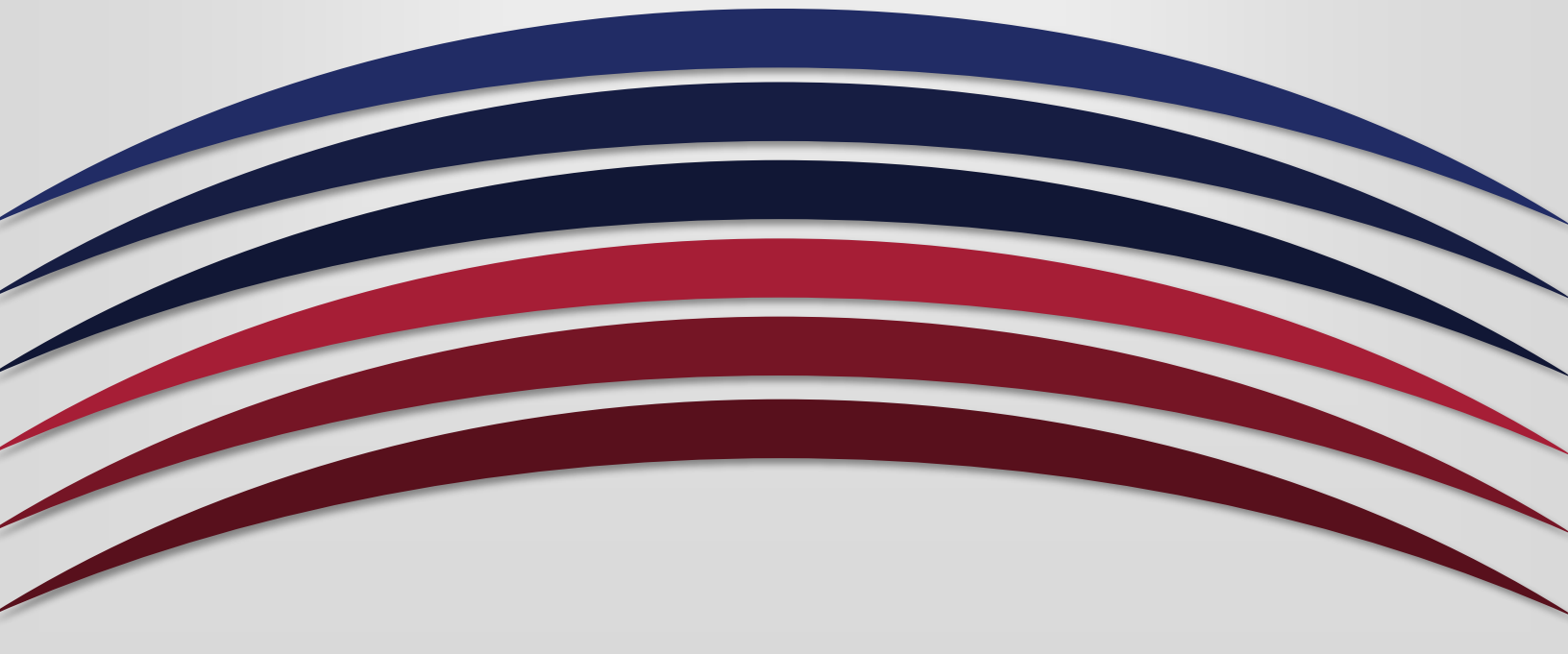


UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: Hospitality Management
2. Name of individual compiling report: Dr. W. Jinnings Burruss, Jr.
3. Date of submission: 10/5/2019
4. Is the assessment plan (**Check one**)
☐ an initial plan for the program ☐ a revision of an old plan ☒ unaltered from previous year
5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

Degree program provides an in-depth look at the hospitality industry and concentrates on lodging, tourism, food service, and business management. Students completing this degree are prepared for middle management jobs in the hospitality/tourism industry, including lodging, resorts, conference and convention centers, restaurants, contract services, theme parks and travel/tourism-related operations.

The Hospitality Management program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA), and UA - Pulaski Technical College was the first two-year college in the state to have the ACPHA accreditation. Upon completion of their program of study, students will receive the Certified Hospitality Graduate certificate.

The AAS in Hospitality Management degree consists of a total of 60 credit hours including a minimum of 15 credit hours comprising the general education core, 39 credit hours of degree-specific courses, and six hours of electives. This program of study includes special program fees beyond current tuition and college fees. Students must make a "C" or better in all BAK, CUL, or HOS classes or the class.

Possible Positions for AAS in Hospitality Management in Arkansas: Expeditor/Working the Pass • Waiter and Waitresses • Management Trainee Assistant Unit Manager • Unit Manager • Director of Training • District Manager • Controller Director of Purchasing • Food and Beverage Director • General Manager • Regional Manager CFO/ Treasurer • Director of Operations • Chief Operating Officer • Owner • President/CEO *This is not a comprehensive list of positions you will be qualified to apply for upon completion of the program.

Certifications available: Certified Culinary Administrator® (CCA®)

Credentials offered: NRA ServSafe Certification, Food NRA Manage First, Purchasing NRA Manage First, Food Costing NRA Manage First, HR Management AHLEI, Alcohol Smart Certification AHLEI, Managing Dining Room Operations AHLEI, Lodging Operations Certification

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Objectives	Course	Assessment Method and/or Data Source
1. Demonstrate an understanding of the broad scope of career options in hospitality along with an overview of hospitality operations and standards.	HOS 2302	Chapter 1 essay questions and 2 Assignment Essay Assignment - Graded using a rubric assessing the appropriateness of information presented The Restaurant Industry - Chapter 1 and 2 Quiz - Correctness of Multiple-Choice Answers.
	HOS 1301	Introduction to Hospitality Chapter 1 Quiz, Chapter 1 Hutchinson Manor Quiz - Correctness of Multiple-Choice Answers. Introduction to Hospitality - chapter 1 Social Media Presence
2. Demonstrate proficiency in appropriate computer and information technologies. Apply technology to culinary and hospitality operations.	HOS 2311	Hospitality Sales and Marketing - Chapters 1, 2, 3, Internet Activities - Scored using a Rubric to assess appropriateness of answers and evidence of internet usage and information found
3. Utilizing critical thinking skills, demonstrate oral and written communication proficiency with public speaking, social media, menu design, and written articles and/or reports	HOS 2301	Finial Menu Project Design and Price a Menu with food descriptions - Final Menu Project is graded by a rubric set up in blackboard
4. Analyze strategies to serve the current needs of the hospitality industry. Describe contemporary culinary and hospitality trends.	HOS 2304	Chapter 1 Quiz - Correctness of Multiple-Choice Answers.
5. Demonstrate best practices to meet current and changing guest needs and expectations	HOS 2304	Chapter 1 Quiz - Correctness of Multiple-Choice Answers.
6. Apply purchasing and of cost control principles, related to culinary and hospitality business.	HOS 1302	Test over chapters 1 & 2 in Purchasing book - Correctness of Multiple-Choice Answers.
	HOS 2302	Controlling Cost Exam: Certification exam - Scored online through third party-vendor using accrediting agency's standards. Accessed using Rubric with 5 Point scale for achievement level
	HOS 2304	Dining Room Schedule Activity: Given the financial history data, the student will forecast a work schedule - Scored using Rubric score sheet with a designated number of points per item, algorithm used, correctness of calculations.
	HOS 2310	Complete and calculate an income sheet - Scored online using a rubric with a designated number of points per item, algorithm used, correctness of calculations.
	HOS 2312	Calculate Renovation cost based on room square footage and program requirements as part of final report/project - Scored using Rubric score sheet

		with a designated number of points per item, algorithm used, correctness of calculations.
	<i>HOS 2330</i>	Lab 11 Recipe conversion (scored online): Students provided a recipe and required to increase or decrease by a given amount - Scored online using a checklist with a designated number of points per item, correctness of calculations.
	<i>HOS 2311</i>	Chapter 2 Quiz - REVPAR and Market Share Questions - Correctness of Multiple-Choice Answers.
7. Demonstrate applicable math skills to culinary and hospitality operations business.	<i>HOS 1302</i>	Test over chapters 1 & 2 in Purchasing book. Week 4 - Correctness of Multiple-Choice Answers.
	<i>HOS 2304</i>	Dining Room Schedule Activity: Given the financial history data, the student will forecast a work schedule. [Forecast assignment] - Scored online using a rubric with a designated number of points per item, algorithm used, correctness of calculations.
	<i>HOS 2309</i>	Calculating the Revenue Per Occupied Room (Rev POR) & Revenue Per Available Room (Rev PAR), given the room data given - Chapter 7 Your opinion counts and Chapter 7 Case Study - Scored online using a rubric with a designated number of points per item, algorithm used, correctness of calculations.
	<i>HOS 2310</i>	Complete and calculate an income sheet - Scored online using a rubric with a designated number of points per item, algorithm used, correctness of calculations
	<i>HOS 2312</i>	Chapter 2 Quiz - REVPAR and Market Share Questions - Correctness of Multiple-Choice Answers.
8. Operate in a safe and sanitary manner. Demonstrate systematic approach to safety and legal issues of operations in back of the house and front of house environments.	<i>HOS 2330</i>	Food Production for Hospitality - Chapter 2 Quiz - Correctness of Multiple-Choice Answers. Learning Module - Safety and Sanitation - Graded by appropriate multiple choice answers through My Labs
	<i>HOS 2304</i>	Chapter 10 Quiz - Correctness of Multiple-Choice Answers.
9. Use accepted nutrition standards that lead to positive health benefits. Discuss current community health trends and concerns	<i>HOS 2301</i>	Nutrition Homework and Nutritional Menu project - Graded using a rubric to assess the nutritional appropriateness of the projects.
10. Formulate strategies to improve sustainability and 'green' principles in hospitality management.	<i>HOS 2312</i>	Chapter 3 Case Study, Capitalize on your Knowledge essay Questions and Quiz - Scored using a Case study rubric and Correctness of Multiple-Choice Answers.
	<i>HOS 2314</i>	Weekly Activity - LEED Certification Project - Scored on holistic rubric assessing appropriateness of answers based on information provided in text and the internet.
	<i>HOS 1301</i>	Chapter 9 Badge-rating Rain Forest tours Quiz - Correctness of Multiple-Choice Answers.
11. Demonstrate the dynamics of the changing global business environment. Discuss service, food, and dietary issues from cultural, religious, historical, and geographical perspectives.	<i>HOS 2314</i>	Chapter 13 Quiz - Reflections and Revelations: Global Issues in Resort Tourism - Correctness of Multiple-Choice Answers.
12. Demonstrate knowledge of personal skills, including accepted professional standards and codes of	<i>HOS 2304</i>	Chapter 1 Quiz - Correctness of Multiple-Choice Answers.

conduct. Apply culinary and hospitality terminology.	<i>HOS 1301</i>	Discussion - Our Public Face - Assessed using a discussion rubric. Case Study - Lack of Communication - Assessed using a case study rubric for correctness of information. Chapter 14 Leadership and Management quiz and LWI Corporate Quiz - Correctness of Multiple-Choice Answers.
	<i>HOS 1302</i>	TEST 4 over Chapters 7 & 8, Week 13 - Correctness of Multiple-Choice Answers.
13. Describe the Management Process and explain the distinction between Management and Leadership.	<i>HOS 2309</i>	Chapter 4 Real World Challenges Case Study - Using a Case study Rubric to assess both appropriateness of answers and communication. Your Opinion Counts Chapter 4 - 5 Essay Questions - Using Online rubric assessing appropriateness of answers based on information provided in text and other sources. Chapter 4 Quiz - Correctness of Multiple-Choice Answers.
	<i>HOS 1301</i>	Case Study - Lack of Communication - Assessed using a case study rubric for correctness of information. Chapter 14 Leadership and Management quiz and LWI Corporate Quiz - Correctness of Multiple-Choice Answers.
14. Demonstrate how to incorporate experiential learning from course work and practicum to become a successful hospitality professional.	<i>HOS 2306</i>	Portfolio is Assessed via a multi-item rubric for evidence of Professionalism, and Experiential Learning using - multi-item rubric for evidence of Professionalism, and Experiential Learning using, then results discussed for improvement of portfolio produced.
15. Describe the function of beverage operations within the hospitality environment.	<i>HOS 2302</i>	Food and Wine Paring Activity. "Which Wine with Which Menu Item" - Scored on holistic rubric assessing appropriateness of answers based on information provided in text and in class.
	<i>HOS 2315</i>	Using skills and knowledge developed in class, students will produce a menu for a themed, formal food and wine dinner with 6 courses. The menu will include courses with appetizer, poultry, fish, meat, dessert, and cheese. Students will select the appropriate wine to accompany each dish based on food and wine matching principles presented in the text and by the instructor - Scored on holistic rubric assessing appropriateness of answers based on information obtained through the text and in class.
	<i>HOS 2304</i>	Dining Room Operations Chapter 2 - Correctness of Multiple Choice Answers.
16. Describe the styles and characteristics of principal Wines, Spirits and Beers of the world by providing key factors influencing style, quality and value.	<i>HOS 2313</i>	Students will complete a written assignment on the topic of site selection based on demographic data research. In this report, students will determine optimum site selection based on provided demographic metrics required for a proposed restaurant project - Scored online using a holistic rubric for written reports assessing

		appropriateness of answers based on information provided in text, research, and in class.
	HOS 2315	Using information from the text and class on how factors lead to style and quality in wines, students will write a report on three wines presented by the instructor describing the three wines and the factors responsible for their flavor, structure, and quality - Scored online using a holistic rubric for written reports assessing the student's communication of knowledge of key factors (provided in class and in the text) in wines leading to style and ultimate quality.
17. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illnesses.	HOS 2330	Online Activity for matching HACCP principles with items - graded for the correctness of matching.
	HOS 2304	Chapter 10 quiz - Correctness of Multiple-Choice Answers.
18. Advise management regarding selection, service and storage of wine, spirits and other beverages.	HOS 2303	Wine II week 6 project - Graded using project rubric for correctness of answers given.
19. Apply the systematic tasting approach in order to accurately describe and quantify a product.	HOS 2319	Week 3, 5 & 7 tasting discussion projects and Tasting Discussion Portfolio - grading using a rubric for quantifying the tasting experience and competencies.

- For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

N/A

- Describe the process of analyzing the assessment data for the last academic year.
- Data/Results were reviewed from both obtainment of learning objectives and what could be implemented to produce better results and obtainment of skills needed for employment in the hospitality and culinary fields as indicated by our advisory board and accrediting agency*
- Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. Demonstrate an understanding of the broad scope of career options in hospitality along with an overview of hospitality operations and standards.	75% of Students have obtained 70% or higher rate for competency of this objective through the instruction and assignments, quizzes and cases are reinforcing this learning outcome
2. Demonstrate proficiency in appropriate computer and information technologies. Apply technology to culinary and hospitality operations.	3 out the 10 students enrolled in the course scoured a 70% or higher on the assignments and test related to this learning objective 7 students scored below for this learning unit. The assignment used for this PLO is not only used to reinforce information form reading but also includes components for student to ferret/mine information an to identify what is relevant and not from the usage of the internet to solve related questions, the assignment also reinforces students learning of written communication skills. In this assignment the lower scores can be attributed to communication skills. Therefor we shall continue to use internet search/application assignments to help students

	improve critical thinking and written communication skills.
3. Utilizing critical thinking skills, demonstrate oral and written communication proficiency with public speaking, social media, menu design, and written articles and/or reports	<p>1 out the 6 students enrolled in the course scoured a 70% or higher on the test related to this learning objective, 4 students failed to achieved the 70% threshold and 1 student did not submit any responses for this learning unit. Students failed to meet Critical Thinking skills in relationship to written communication and menu design are involved.</p> <p>We continue to encounter students with very poor critical thinking and writing skills, students should have completed English Composition I before entry into this course. course should include more components of written with critical thinking</p>
4. Analyze strategies to serve the current needs of the hospitality industry. Describe contemporary culinary and hospitality trends.	38 out the 42 students scoured a 70% or higher on the test and assignments related to this learning objective, 4 students failed to achieve the 70% Threshold. Students have obtained competency of this objective through the instruction and assignments to reinforce this learning outcome
5. Demonstrate best practices to meet current and changing guest needs and expectations	3 out the 5 students enrolled in the course scoured a 70% or higher on the test related to this learning objective and 2 students did not submit any responses for this learning unit. Students test scores where higher than their assignment scores. it is felt that the assignments help with the learning process and obtainment of the this Learning Outcome and reinforcement and instructional comments provided to the students on their assignments lead to retention of learning and improved test scores .
6. Apply purchasing and of cost control principles, related to culinary and hospitality business.	Three sections of the course was offed, 2 sections of traditional Face to Face with a total of 11 students and 1 online section with a total 10 students. Results for the Face to face course: 6 of the 14 students achieved 70 % or higher with an average score of 74.6% and 3 students did not complete the assignment. Only 42.8% of the students achieve competency in the Face-to-Face sections. Results for the Online Course: 9 of the 10 students achieved 70% or higher with an average score of 86.9% with 90% of the students achieving competency. Students who did not achieve 70% or higher simply did not participate or appeared not to be present for the assignment. The Face-to-Face course sections seems to have a high number of students not completing work.
7. Demonstrate applicable math skills to culinary and hospitality operations business.	9 out the 12 students enrolled in the course scoured a 70% or higher on the assignments and test related to this learning objective 2 students scored below and on student did not submit any responses for this learning unit. Students test scores where higher than their assignment scores. it is felt that the assignments help with the learning process and obtainment of the this Learning Outcome and reinforcement and instructional comments provided to the

	<p>students on their assignments lead to retention of learning and improved test scores.</p> <p>Continue to use a variety of assignments i.e. like case study's, review questions, and internet activities to reinforce learning to improve test scores</p>
8. Operate in a safe and sanitary manner. Demonstrate systematic approach to safety and legal issues of operations in back of the house and front of house environments.	<p>10 out the 14 students enrolled in the course scoured a 70% or higher on the test related to this learning objective, 1 student failed to achieve the 70% Threshold and 2 students did not submit any responses for this learning unit. Students test scores were slightly lower than their assignment scores. it is felt that the assignments help with the learning process and obtainment of the this Learning Outcome and reinforcement and instructional comments provided to the students on their assignments lead to retention of learning and generally have improved test scores. in this case the supporting course work should be revisited for improvement of testing scores. Therefore we should revisit supporting course work to improve test scores</p>
9. Use accepted nutrition standards that lead to positive health benefits. Discuss current community health trends and concerns	<p>4 out the 7 students enrolled in the course scoured a 70% or higher on the test related to this learning objective one student failed to achieve the 70% threshold and 2 students did not submit any responses for this learning unit. Students who completed and submitted have obtained competency of this objective through the instruction and assignments to reinforce this learning outcome, it is felt we need more encouragement to get all students to participate and make submissions of assignments and test for online learning.</p> <p>Make assignment worth more points so students will complete, send reminder emails to help students to remember to complete and make assignment due earlier in semester</p>
10. Formulate strategies to improve sustainability and 'green' principles in hospitality management.	<p>30 out the 36 students enrolled in the course scoured a 70% or higher on the test related to this learning objective and 6 students did not submit any responses for this learning unit. Students test scores where higher than their assignment scores. it is felt that the assignments help with the learning process and obtainment of the this Learning Outcome and reinforcement and instructional comments provided to the students on their assignments lead to retention of learning and improved test scores . Students have obtained competency of this objective through the instruction and assignments to reinforce this learning outcome.</p>
11. Demonstrate the dynamics of the changing global business environment. Discuss service, food, and dietary issues from cultural, religious, historical, and geographical perspectives.	<p>Course aligned with the learning objective was not offered during the 2018-2019 cycle but will be offered during the 2019-2020 cycle.</p>
12. Demonstrate knowledge of personal skills, including accepted professional standards and codes of conduct. Apply culinary and hospitality terminology.	<p>24 out the 42 students enrolled in the courses scoured a 70% or higher on the test and assignments related to this learning objective, 18 students failed to achieve the 70% Threshold and</p>

	<p>6 students did not submit any responses for this learning unit.</p> <p>Students test scores were higher than their assignment scores. It is felt that the assignments help with the learning process and attainment of this Learning Outcome and reinforcement and instructional comments provided to the students on their assignments lead to retention of learning and improved test scores.</p> <p>Continue to use these types of assignments with feedback to improve learning objective attainment achievement with higher assignment and test scores for learning objectives.</p>
13. Describe the Management Process and explain the distinction between Management and Leadership.	<p>8 out of the 12 students enrolled in the course scored a 70% or higher on the assignments and test related to this learning objective. 3 students scored below and one student did not submit any responses for this learning unit.</p> <p>This assignment and quizzes are not only used to reinforce information from reading but also includes components from real world situations for students to apply textbook knowledge to solve real problems. The assignment also reinforces students' learning of written communication skills. In this assignment, the lower scores can be attributed to communication skills.</p> <p>Continue to use case studies to help students improve critical thinking and written communication skills.</p>
14. Demonstrate how to incorporate experiential learning from course work and practicum to become a successful hospitality professional.	<p>14 out of the 15 students enrolled in the course scored a 70% or higher on the test related to this learning objective and 1 student did not submit any responses for this learning unit.</p> <p>This Program Learning objective has been obtained with a very high success and an average score of 91.7%.</p> <p>Use of the portfolio has been successful for the attainment of the Program Learning Objective.</p>
15. Describe the function of beverage operations within the hospitality environment.	<p>Three sections of the course were offered with a total of 32 students. 24, which accounts for 75% of the students, achieved 70% or higher with an average score of 90.1% on the wine and food pairing activity. 7 students did not complete or were not present for this lab.</p> <p>Students who did not achieve 70% or higher simply did not participate or appeared not to be present for the assignment.</p> <p>We need to find ways to encourage students to attend classes regularly and participate actively in classroom labs and assignments.</p>
16. Describe the styles and characteristics of principal Wines, Spirits and Beers of the world by providing key factors influencing style, quality and value.	<p>6 out of the 8 students enrolled in the course scored a 70% or higher on the test related to this learning objective. One student failed to achieve the 70% threshold and 1 student did not submit any responses for this learning unit.</p> <p>The 6 students who met the competency of this learning objective did so at the 100% level. The one student who failed to meet the 70% threshold was just below at 68%.</p>

	Students have obtained competency of this objective through the instruction and assignments to reinforce this learning outcome
17. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illnesses.	9 out the 12 students enrolled in the course scoured a 70% or higher on the test related to this learning objective and 3 students did not submit any responses for this learning unit. Students test scores where higher than their assignment scores. it is felt that the assignments help with the learning process and obtainment of the this Learning Outcome and reinforcement and instructional comments provided to the students on their assignments lead to retention of learning and improved test scores . Continue to use these types of assignments with feedback to improve learning objective obtainment and higher test scores for learning objectives
18. Advise management regarding selection, service and storage of wine, spirits and other beverages.	Three sections of the course was offed with a total of 32 students 24 which accounts for 75% of the students achieving 70 % or higher with an average score of 90.1% on the wine and food pairing activity, 7 students did not complete or were not present for this lab. Course testing and results from this assessment supports this learning objective being obtained with very high scores with the average score of 87.5% for the course with 25 students obtaining score 100% We need to find ways to encourage students to attend classes regularly and participate actively in classroom labs and assignments.
19. Apply the systematic tasting approach in order to accurately describe and quantify a product.	3 out the 5 students enrolled in the course scoured a 70% or higher on the test related to this learning objective and 2 failed to achieve the 70% threshold. Although 3 students meet and exceeded the 70% threshold, we feel the data is inconclusive for making the augment of the learning outcome to be achieve due to the lower enrollment of the course. Continue to monitor course and make decision of competency base on higher enrollments

6. What is the action plan for assessment for the next academic year? Explain.

CAMHI Hospitality meet twice a year on the Friday of finials week to review Data and results, Then the faculty meets with the CAHMI advisory boards meet twice a year to also discuss the information from the results for their recommendations. The recommendations then are incorporated to improve program success.

7. What changes were implemented this year based on last year's findings?

Assessments were reviewed also for completion rates, in many cases faculty and results both indicated low response rates, or lack of student concern to complete assignments and projects with the same care as major exams. Timing of assignments and projects selected for assessment could

also be a contributing factor. Recommendations included making assess items more substantial and also consider when the assess assignment, test or project is place in the semester with relationship to major student events i.e. spring break, fall break, other major holidays, and end of semester activities and finals to increase results and response rates.

Assessments were reviewed to better understand which supporting General Education courses should be completed before students enroll in a specific Hospitality course. We continue to see poor mathematical reasoning skills, critical problem solving skills, and written communication skills , only to discover students have not enrolled in course which would better support the improvement of these skills in relationship to our learning objectives.

8. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

N/A