



# UNIVERSITY OF ARKANSAS PULASKI TECH

## Assessment Report: 2019-2020 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 outcomes
- 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 10 of each year. (If October 10 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 Student Learning Outcomes

1. Name of program: Hospitality Management
2. Name of individual compiling report: Dr. W. Jinnings Burruss, Jr.
3. Date of submission: 10/9/2020
4. Academic year: 2019-2020
5. Is the assessment plan (*Check or highlight one*)
  - ☐ an initial plan for the program
  - ☐ a revision of an old plan
  - ☒ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

**Mission Statement:**

Deliver education, experience and excellence through high quality academic programs that meet stakeholder needs and demands in a global market to achieve effective and efficient program delivery.

**Program Description:**

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.

**Jobs/Careers:**

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, Food Costing NRA Manage First, HR Management AHLEI, Managing Food and Beverage Operations AHLEI, Alcohol Smart Certification AHLEI, Managing Dining Room Operations

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes																		
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8	PLO #9	PLO #10	PLO #11	PLO #12	PLO #13	PLO #14	PLO #15	PLO #16	PLO #17	PLO #18	PLO #19
HOS 1301	ID	ID	ID	I	I	I	D	D	I	M	D	M	M		I	I	I	I	
HOS 1302	D	D	D	D	I	M	M	D		I		D	D					D	
HOS 2301	D	D	M	ID	ID	D	D	D	M	D	I	D	I		I				
HOS 2302	M	D	D	I	ID	D	D	D		I	D	D	D						
HOS 2303	D	D	D	D	D	D	D	D	I	I	D	D	I		M	D	D	M	
HOS 2304	D	D	D	M	M	M	M	M	D	D	D	M	D	D	D		D		
HOS 2306	D	D	D	D	D	D	D	D	M	D	D	D	D	M					
HOS 2309	D	D	D	D	D	D	M	D		D	D	D	M						
HOS 2310	D	D	D	D	D	M	M	D		D	D	D	D						
HOS 2311	D	M	D	D	D	M	M	D		D	D	D							
HOS 2312	D	D	D	D	D	M	M	D		M	D	D	D						
HOS 2313	D	D	D	D	D	D	D	D	ID	ID	ID	D	D		ID	M		I	
HOS 2314	D	D	D	D	D	D	D	D		M	M	D	D						
HOS 2315	D	D	D	D	D	D	D	D	ID	I	I	D	I		M	M	I	D	D
HOS 2319	D	D	D	D	ID	D	D	D	I	I	D	D	D		D	D	M	D	M
HOS 2330	D	D	D	D	D	M	D	M	D	I	ID	D	D				D		

#### 8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

- ILO #1 – Information Literacy
- ILO #2 – Technology Literacy
- ILO #3 - Communication
- ILO #4 – Critical Thinking
- ILO #5 – Quantitative Reasoning
- ILO #6 – Cultural Awareness
- ILO #7 – Professionalism

## Part B: Assessment Methods and Data Sources

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

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

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	Final 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.
	<i>HOS 2312</i>	Chapter 3 Case Study, Capitalize on your Knowledge essay Questions and Quiz

10. Formulate strategies to improve sustainability and 'green' principles in hospitality management.		- 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 conduct. Apply culinary and hospitality terminology.	<i>HOS 2304</i>	Chapter 1 Quiz - Correctness of Multiple-Choice Answers.
	<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.	HOS 2302	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.
	HOS 2315	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.
	HOS 2304	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.	HOS 2313	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.
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2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

☐ Rubrics and/or standardized tests were pilot-tested and refined.

☒ Rubrics were shared with students.

☒ Reviewers were calibrated with high inter-rater reliability or norming workshops.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

N/A

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

*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*

☒ Comparative data used when interpreting results and deciding on changes for improvements.

☒ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.

5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

**Do To complexity of program and accreditation reporting this information will not conform to this table Please See Attached Assessment Report Pages 4-128.**

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.

*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.*

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

*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.*

8. What specific budgetary resources are needed for your program based on your assessment results?

N/A

9. 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.

*CAHMI faculty administrator the assessments through courses and interactions with students, as well as review assessment data for Learning Objective Competency and disseminate this information to CAHMI advisory boards, Accreditation agency's, university administration, and annual reports CAHMI Advisory Board members are included in the recommendations of how to drive the curriculum to better meet learning objectives and needs of the industry. Employers of CAHMI graduates are included in the recommendations of how to drive the curriculum to better meet learning objectives and needs of the industry. UAPTC Faculty and Administration are sent results for feedback for program improvement.*

## Appendix A – UA-PTC’s Institutional Learning Outcomes

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### 1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

### 2. Appropriately apply a variety of technology tools within one’s discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

### 3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

### 4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

### 5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

### 6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

### 7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.