

**Assurance of Student Learning Report  
2020-2021**

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, check 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, check 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, check 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 #1- #3 were met. Below is a summary of what HMD is doing in 2021-2022 to continue to improve upon student learning:

- For SLO #1, more study resources will continue to be available in HMD 152 and one more attempt to take the ServSafe exam will occur in fall 2021.
- For SLO #2, measurement instruments #1 and #3 were updated this year to better assess student learning, and measurement instrument #2 will be updated in 2021-2022 to more thoroughly assess this student learning outcome.
- For SLO #3, more calculation problems were added to each assignment in preparation of the Financial Income Statement Assignment.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>				<b>Identify and practice safety principles related to food, personnel, and consumers</b>					
<b>Measurement Instrument 1</b>				<b>Direct:</b> 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.					
<b>Criteria for Student Success</b>				Students will pass the exam within 3 attempts. The exam passing score is 75%.					
<b>Program Success Target for this Measurement</b>		90% of students will achieve a score of 75% or higher on the exam (considered passing) within the first 3 attempts		<b>Percent of Program Achieving Target</b>		91% passed			
<b>Methods</b>				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 twice, and 29 of the 32 students passed within two attempts.					
<b>Measurement Instrument 2</b>				<b>Direct:</b> Students demonstrate sanitation and equipment competence in a commercial kitchen.					
<b>Criteria for Student Success</b>				Students will successfully complete all the competencies.					
<b>Program Success Target for this Measurement</b>		80% of students will have a competency grade of 80% or greater		<b>Program Success Target for this Measurement</b>		100% of students earned greater than 80% on the assessment of the competencies			
<b>Methods</b>				Students (n=31) demonstrated sanitation and equipment competence to the faculty. Grades were scored using evaluation rubrics.					
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>						<input checked="" type="checkbox"/> <b>Met</b>		<input type="checkbox"/> <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: Due to Covid, the Spring 2021 course was offered in an online format, with face to face proctored exams. New resources the students had available this year were: online textbook practice questions, textbook study guides, and faculty review videos/Power Point lectures. The pass rate indicates this format was successful: 91% passed with 75% or higher, average score was 81%. Analysis of the content areas indicates a need for increased focus on safe service and display of food. This will be taken into consideration for development of content in the fall; however, the class will return to a face to face format. A third attempt for the exam was not possible due to a change in ServSafe guidelines for retaking exams, which requires they wait 90 days after the second attempt, which took us past the end of the term.</p> <p>Measurement Instrument 2: Sanitation and equipment knowledge/skills are so critical for this course that the assessment was repeated until the student was competent.</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 2021, and students will be able to repeat the demonstration of the sanitation and equipment competence.									

**Next Assessment Cycle Plan**

Measurement instrument 1 will be assessed both fall and spring starting in 2021-2022 since the course (HMD 152) will be offered both semesters. Measurement instrument 2 will be assessed every spring 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 by Ms. Julie Lee.

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	Analyze and apply management principles in hospitality organizations to different situations		
<b>Measurement Instrument 1</b>	<b>Direct:</b> Students are required to complete an exam covering the principles of human resource management.		
<b>Criteria for Student Success</b>	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>Percent of Program Achieving Target</b>	81% of students scored 80% or better and the mean was 85%
<b>Methods</b>	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 address fundamental concepts, theories, and frameworks of human resource management in various organizational settings. The evaluation occurred in spring 2021 for the entire class (n=28).		
<b>Measurement Instrument 2</b>	<b>Direct:</b> 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.		
<b>Criteria for Student Success</b>	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>Percent of Program Achieving Target</b>	92% of students scored 80% or better and the mean was 86%
<b>Methods</b>	The job analysis project was evaluated in spring 2021 within the HMD 351 Human Resource Management course (n=28) and was based on the depth and accuracy of the analysis and scholarly quality.		
<b>Measurement Instrument 3</b>	<b>Indirect:</b> 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.		
<b>Criteria for Student Success</b>	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>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	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=8)		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Measurement instrument 1: 6 short answer questions were added to the exams in spring 2021 (2 questions for each exam) to better assess students' understanding of the fundamental concepts, theories, and frameworks of human resource management.

Measurement instrument 2: In the spring 2021 semester, students were provided with a more detailed guideline for the job analysis, including the directions to locate and use direct and indirect sources to analyze the job. A grading rubric to help students better understand what is required was implemented.

Measurement Instrument 3: In spring 2021, the course manual was updated to allow students to have a broader span of control in the class. Thus, students were forced to utilize managerial skills learned in class. Based on the reflection data, all students indicated they either significantly or exponentially improved their skills related to managing others through HMD 452; all students except for one indicated they will often or very often use the skills learned in HMD 452 in their future work life.

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

Even though this student learning outcome was met, faculty have indicated steps for improvement. For measurement instrument #1, the faculty plans to provide students with more resources in preparation of the examinations (e.g. study guides). In addition, the rubric for the job analysis assignment was updated spring 2021; however, the faculty member teaching the course intends to create/update an assignment (Leadership Project) to more thoroughly assess this student learning outcome.

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

The first two measurement instruments will be assessed in the 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 the fall in HMD 452 Quality Service Management by Dr. Ann Embry.

<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>Percent of Program Achieving Target</b>	84% of the students received 80% or better, with a mean of 86%
<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 2021 (n=39).		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
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. Based on the Spring 2021 data, 84% of the students received 80% or better, with a mean of 86% on the Financial Income Statement Assignment. Additionally, 83% (or 5 of 6) students who did not pass the assignment, did score greater than 80% on that portion of the final exam, with an average of 85% on that portion of the exam for those students.			

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

This course was offered exclusively online in spring 2021, but the course will move back to in-person in the 2021-2022 academic year.

**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 – 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: \_\_\_\_\_  
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\_\_\_\_\_  
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: \_\_\_\_\_

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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: \_\_\_\_\_

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\_\_\_\_\_  
Employee Signature & Date

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Evaluator/Preceptor Signature & Date

\_\_\_\_\_  
Professor/Director's Signature & Date

## Job Analysis Project

You are to create a job analysis for a job of your choice. You can select any job of interest; however, I strongly recommend choosing the job/position that you would like to have in the future. You will need to analyze the job in terms of the tasks done on the job and the knowledge, skills, and abilities needed to complete the tasks. You will also need to identify the tools/equipment used, as well as the conditions of the work environment.

The paper to be written in APA format – Times New Roman 12pt, double spaced, references at the end of the paper. Paper is to be a minimum 3 pages, not including the title page and reference page(s).

A job analysis should include the following components:

### I. Contents – 40 points

1. Job Summary (5 points)
  - a. Job title of job being analyzed
  - b. A brief statement on job
2. Description of the Method and Procedures (20 points)
  - a. Literature review
    - i. Discussion of how O\*Net (<https://www.onetonline.org>) was used
    - ii. Discussion of how the Bureau of Labor Statistics (<https://www.bls.gov/>) was used
    - iii. Other sources used
  - b. Interview
    - i. The most valuable resources in the job analysis process are the people who are most familiar with the job being studied
    - ii. Discussion of how many meeting(s) you had and what you asked in the meeting(s)
    - iii. Discussion of how you created interview questions
  - c. Any other necessary steps you took to complete the project
3. Job Description (5 points)
  - a. Duties and responsibilities
4. Job Specification – required and/or preferred (10 points)
  - a. Qualifications
  - b. Knowledge
  - c. Skills
  - d. Ability
  - e. Education
  - f. Experiences
  - g. Emotional characteristics
  - h. Physical requirements
  - i. Tools and equipment
  - j. Other requirements

**II. Reference Page – 5 points**

- a. Correct APA format for references

**III. Grammar, Spelling, and Professionalism – 5 points**

- a. Spelling and grammar
- b. Professional language
- c. Formatting

NOTE: The job analysis paper will be submitted through SafeAssign, a plagiarism detecting program in Blackboard. SafeAssign compares submitted assignments against a set of academic papers, websites, or any sources to identify areas of overlap between the submitted assignment and existing works. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Please see the link to the college-wide policy for plagiarism: <https://www.wku.edu/handbook/academic-dishonesty.php/>