

# DEPARTMENT REPORT OF PROGRAM LEARNING OUTCOMES ASSESSMENT

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Department: Hospitality Management

Program (Degree): Hospitality Management (HMT)/Culinary Arts Option

Type of Degree:  X  AAS        AA        AS        ATS        AIS

Chairperson: Steve Cornelius                      Date: April 5, 2000

Person(s) Interviewed: Steve Cornelius

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- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.\*

The HMT core curriculum is aligned with the curriculum of the National Restaurant Association Education Foundation. Master syllabi have been reviewed and changes will be reflected in the college catalog for 2000-2001. The department emphasizes close matching of industry standards and requirements in order to achieve national benchmarking rather than only considering regional or local requirements.

The HMT program is currently undergoing a self-study to prepare for a site visit on April 30 for re-accreditation. The initial accreditation period ended in December of 1999. The department is expecting re-accreditation for seven years although the Commission on Accreditation for Hospitality Management (CAHM) also gives three and five year designations. New curriculum developments in HMT include incorporating "areas of learning" established by the CAHM. The Commission provides a curriculum matrix for the department to match.

The American Culinary Federation Accrediting Commission (ACFAC) is the only accrediting body of culinary arts programs in the United States. The Culinary Arts Option (CAO) is the major emphasis area for most students in the HMT degree program. The ACFAC emphasizes documentation of required knowledge and competencies throughout the curriculum. The program received an initial three-year accreditation from ACFAC which expired in 1999. The program is anticipating formal confirmation of re-accreditation for either five or seven years.

The HMT Advisory Committee membership has been expanded and will continue to be expanded to include approximately 25 people in order to incorporate representatives from the Miami Valley within a broad range of experience. Representatives from the hotel and bakery industries have been added to the Committee. The broad scope in membership has been instrumental in developing new curriculum options. For example, the core curriculum for the Restaurant

Management education is used for the HMT program. The Advisory Committee for this program is important in supporting HMT programs by providing: new courses and content skills, off-campus course field trips, required co-op sites and training agreements for co-op placements.

- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.\*

There have been no changes in the program outcomes since the last program review. Modifications in “related courses” are reflected in the following charts.

An entry-level graduate with an Associate of Applied Science Degree in Hospitality Management from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Apply mathematical skills appropriate to the hospitality management occupations.	MAT 105; ACC 111, 112; HMT 110, 112, 114 ,215
2. Analyze problems and make informed decisions.	PSY 105 or 121; MAR 201; HMT 295
3. Exhibit positive attitude and work habits in hospitality management occupations.	MAN 205; HMT 291, 292, 293
4. Practice human relations skills on the job and in other interpersonal situations.	PSY 121; HMT 225, 292, 293
5. Demonstrate proficiency with computers at a level compatible with job demands.	CIS 119 or OIS 160; HMT 114-115, 226
6. Display a working knowledge of hospitality equipment and utilize this to produce efficiency in kitchen operations.	HMT 105, 112-113, 114-115, 201
7. Identify the various micro-organisms and teach employees proper sanitation techniques.	HMT 107, 112-113, 114-115
8. Analyze an operation's cost figures, isolate potential problems, and take appropriate corrective action.	ACC 111, 112; HMT 215
9. Achieve company financial objectives through motivations and administration of employees.	HMT 107, 215, 226, 293

<b>Learning Outcomes</b>	<b>Related Courses</b>
10. Incorporate quantitative food techniques while meeting company food cost objectives.	HMT 110, 112-113, 114-115, 225
11. Utilize qualitative food techniques while insuring proper nutrition.	HMT 225, 226
12. Identify the various hospitality industry functions and relate them to different job situations.	HMT 105, 114, 291, 292, 293
13. Show an ability to think rationally, systematically and logically to solve problems through proper means of analysis/synthesis.	MAT 105; HMT 293
14. Display a working knowledge of the marketing function and how it affects the service transaction in the hospitality industry.	MAR 201; HMT 227

An entry-level graduate with an Associate of Applied Science Degree in Hospitality Management/Culinary Arts Option from Sinclair Community College will be able to:

<b>Learning Outcomes</b>	<b>Related Courses</b>
1. Apply mathematical skills appropriate to the hospitality management occupations.	MAT 105; ACC 111, 112; HMT 110, 112, 114, 208, 209, 215
2. Analyze problems and make informed decisions.	PSY 105 or 121; MAR 201; HMT 209-239
3. Exhibit positive attitude and work habits in hospitality management occupations.	MAN 205; HMT 291, 292, 293
4. Practice human relations skills on the job and in other interpersonal situations.	PSY 121; HMT 225, 292, 293
5. Demonstrate proficiency with computers at a level compatible with job demands.	CIS 119 or OIS 160; HMT 114-115, 226
6. Display a working knowledge of hospitality equipment and utilize this to produce efficiency in kitchen operations.	HMT 105, 112-113, 114-115, 206-236, 208-238, 201
7. Identify the various micro-organisms and teach employees proper sanitation techniques.	HMT 107, 112-113, 114-115, 206-236

Learning Outcomes	Related Courses
8. Analyze an operation's cost figures, isolate potential problems, and take appropriate corrective action.	ACC 111, 112; HMT 215
9. Achieve company financial objectives through motivations and administration of employees.	HMT 107, 215, 226, 293
10. Incorporate quantitative food techniques while meeting company food cost objectives.	HMT 110, 206-236, 209-239, 215, 225, 226
11. Utilize qualitative food techniques while insuring proper nutrition.	HMT 110, 112-13, 114-115, 206-236, 208-238, 209-239, 225, 226
12. Identify the various hospitality industry functions and relate them to different job situations.	HMT 105, 114-115, 291, 292, 293
13. Show an ability to think rationally, systematically and logically to solve problems through proper means of analysis/synthesis.	MAT 105; HMT 209-239, 293
14. Display a working knowledge of the marketing function and how it affects the service transaction in the hospitality industry.	MAR 201; HMT 227

**III. Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

HMT courses require students to complete projects; they are asked to keep these projects in an on-going portfolio. These projects encompass four areas: menu planning of different types, design of a facility based on marketing research which includes equipment and flow of service, self-examination of an establishment for sanitation, health and safety requirements, and purchasing specifications that have been developed for a facility.

Formative assessment in the culinary arts courses is based upon course-by-course assessment and corresponding National Restaurant Association Educational Foundation Examinations, which require a 75% pass rate. Only two courses (112 and 114) don't require these examinations. The food preparation courses consist of a practical examination of skills plus a written component. Examples of projects completed in these courses might be gingerbread houses, bread sculptures,

wedding cakes or buffets. Students in these courses also prepare food for the Sinclair Tartan Terrace Dining Room when it is open for operation.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

All students are required to take nine hours of internship. The internship requires a journal of work experience and the student goals and objectives of the learning experience, as well as a term paper. Faculty do site visits and students are given written evaluations from their employer.

The capstone course for non-culinary arts students is HMT 295. All projects kept in the student's portfolio are compiled into a business plan, the focus of which is the operation of a food service facility.

HMT 209 is the capstone course for culinary arts students. This course requires the student to demonstrate overall skills and competencies in preparing a variety of foods. Students perfect their skills through self-assessment and assessment of others work. One exercise is a "mystery basket" where students design a four-course menu and complete it within a specified time frame. Students are evaluated by 2-5 industry chefs (including faculty) who then complete a review of the menu planning and perform taste tests.

- IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Culinary Arts is an extremely successful program. The program meets and exceeds industry standards, and there are more opportunities to place graduates than there are graduates. Graduates are placed in a number of local hotels, country clubs, health care facilities, restaurants and Disney World.

ACFAC allows for the exams taken at Sinclair to count for certification. The students must apply for certification, but are automatically recognized as certified upon graduation. Most students are designated as certified cook or certified pastry cook upon graduation and also become members of the junior chapter of ACF.

- V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

HMT department has made some changes to its Advisory Committee. They have chosen to model their Committee after those at the Community College of Elgin and the College of DuPage. The program is under influence of their accrediting agency to include a registered dietician and representatives from other specific areas of expertise within the field of hospitality management.

The bakery arts program is active and has been recognized by the Retail Bakers Association. A school-to-work program is under construction in response to a state request. High school curriculums in hospitality and hotel management exist in 12 states; Ohio is a current target for development of another site. Money is the main barrier to development within Ohio. Local high schools are also making the request; high school classes have been taught in the south Dayton suburbs that give students college credit.

**VI. General Education:** Are you using any tool(s) to assess any of the three primary general education outcomes\* (communication, thinking, values/citizenship)? If so, describe.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

The department uses journalism in all classes to emphasize written communication skill development. All full-time faculty use the writing checklists. The checklist is easy to use and greater standardization has allowed for more continuity in emphasizing these skills. HMT 105, the survey course, requires students to interview someone within the industry and write a paper. Advanced Food Preparation, HMT 114, requires a research paper and the use of technology, including the Internet. A term paper is also required for co-op experiences.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral presentation skills are required in some of the courses, depending on the instructor. HMT 107, Sanitation and Safety, requires students to give 2-3 oral presentations in conjunction with teamwork exercises. HMT 295, the capstone course, requires an individual oral presentation that is assessed using the oral communication checklist.

All full-time faculty are involved with process education at some level. Process education is also a key component of the capstone course. The process education model emphasizes student teamwork that incorporates interpersonal communication.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

All of the HMT lab courses (113, 115, 236, 238, 239) emphasize problem solving skills, analysis and troubleshooting. The HMT 295 capstone projects require students to utilize problem-solving skills that have been learned in previous course work.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork,

ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Ethical issues are addressed in HMT 110, 215, 226 and 227.

In HMT 208, completed student projects are linked to citizenship skills. For example, gingerbread houses completed for course requirements are sent to the Festival of Trees sponsored by the Children's Hospital Women's Auxiliary.

The HMT and Culinary Arts Club are often involved in community service projects outside Sinclair, including the Culinary Extravaganza for the Hungry and Taste of Dayton.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.
  
- \* Note: These three primary general education outcomes were identified during the 1994-95 academic year through a prioritization process with faculty/students/staff.