**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **BPS - 0472 - Hospitality Administration**

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2018-2019

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Plans for expanding and improving student learning have been included in the newly designed semester curriculum. By utilizing the college’s curriculum design process for converting the quarter courses to the semester courses, the faculty and advisory committee helped to design the new curriculum that is more clearly focused on student learning and assessment by integrating feedback from students and tracking success rates in each course the students is enrolled. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism utilized its faculty, advisory committee, and the college’s curriculum design process to achieve the following:   * A reduction in the number of credit hours needed to receive HMT degrees. * The creation of curricula that is student centered. * Able to obtain consistent feedback from stakeholders. * Embedded assessments that measure general & program outcomes.   Last year the department aggressively tracked and revised three of its lowest success rate courses which were HMT 1102 (Kitchen Chemistry) and HMT 1105 (Introduction to the Hospitality Industry) and HMT 2230 (Risk & Prevention Management). Here are the results:   * HMT 1102 FY 12-13 - 66.7% - FY 13-14 - 72.2% * HMT 1105 FY 12-13 - 65.3% - FY 13-14 - 79.5% * HMT 2230 FY 12-13 - 56.8% - FY 13-14 - 91.2%   This year we will focus on the following courses:   * HMT 1110 FY 12-13 - 80.8 - FY 13-14 - 74.1% (Dawn Portal shows different number) * HMT 2118 FY 12-13 - 81.8 - FY 13-14 – 75.0% * HMT 2215 FY 12-13 - 85.7 - FY 13-14 - 78.1% (Dawn Portal shoes different number) * HMT 2225 FY 12-13 - 86.2 - FY 13-14 - 72.1% (Dawn Portal shows different number) * HMT 2227 FY 12-13 - 82.1 - FY 13-14 - 67.2% (Dawn Portal shows different number)   Progress as of 01/27/2016:  Results from the Dawn Portal regarding the investigation and execution of increasing the success rates in the 2014-15 academic year are as follows:   * HMT 1110 FY 12-13 - 80.8 - FY 13-14 - 69.8%   FY 13-14 - 69.8% - FY 14-15 - 74.7%   * HMT 2118 FY 12-13 - 81.8 - FY 13-14 – 75.0%   FY 13-14 – 75.0% - FY 14-15 – 95.0%   * HMT 2215 FY 12-13 - 85.7 - FY 13-14 - 78.1%   FY 13-14 – 75.0% - FY 14-15 - 92.9%   * HMT 2225 FY 12-13 - 86.2 - FY 13-14 - 72.1%   FY 13-14 – 71.0% - FY 14-15 – 81.7%   * HMT 2227 FY 12-13 - 82.1 - FY 13-14 - 67.2%   FY 13-14 - 68.9% - FY 14-15 - 87.5%  The department completed its goals of increasing the success rates in all courses listed above. The department revised the following course delivery methods to achieve its goals:   * Used flipped class approach * Restructured content delivery * Utilized MyLabs * Took advantage of e-Learn Test Statistics   Highlighted items are stats that came directly from the DAWN information portal. |
| Since the Bakery Short Term Certificate was first offered in the Fall 2010, students demand for that certificate has increased 250% within the first academic year. As a result of demand for this certificate, it would be reasonable for the department to seriously explore offering at least a concentration in Pastry & Baking. The limitation is mostly due to the lack of lab availability and equipment for the number of lab courses needed to offer this curriculum. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism was approved to offer a degree option in Baking and Pastry Arts FY 13-14. Two students have completed this degree option and six more are scheduled to graduate FY 14-15.  Progress as of 01/27/2016:  According to the Dawn Portal 8, students obtained the BPAO.S.AAS degree in FY 14-15. |
| The state of Ohio has recently approved an associated industry of gambling. It would be reasonable for this department to investigate the need of gaming (casinos, horse racing tracks being built near the Dayton community) courses to educate our students in that industry, thus supporting and providing the industry with employees. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism has researched the need for a certificate and degree in gaming. The two closest gaming operations are Hollywood Casinos of Dayton and Miami Valley Gaming of Monroe. The department has visited both operations and performed extensive research into Ohio post-secondary institutions offering subject matter in gaming.  The results of both gaming site visits yielded the same results. The main interests were not gaming; the main interests were for food and beverage.  Cuyahoga Community College (Tri-C) is the only Ohio post-secondary institution that offers a certificate in casino operations. A longer timeline will need to be studied in order to determine if it’s beneficial for their market base.  Progress as of 01/27/2016:  The results from the previous findings are still the same. |
| As the faculty is beginning to design the syllabi for the semester courses, there has been an effort to develop more creative ways to facilitate the course material by designing hybrid course materials to be utilized in Angel which permits students to review materials outside of the classroom. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism developed an additional online course (HMT 1105) (Introduction to the Hospitality Industry) with the intention of offering as a hybrid course. However, HMT 1105 (Introduction to the Hospitality Industry) and HMT 1107 (Sanitation and Safety) are taught as distance learning online courses and in the face to face format as well. As a department, we decided to try something new and utilize the online distance learning course shells in the face to face sections. Although the courses are not true hybrids, students are able to grasp the content at higher levels. This is evidenced by higher test scores, better grades on assignments, and course completion rates with a C or better.  The department offers A-term and B-term 8 week courses, and because of the shortened format, hybrid courses will be explored after the implementation of e-Learn.  Progress as of 01/27/2016:  The department of Hospitality Management and Tourism is going to aggressively pursue permission to develop the following online courses:  HMT 2225 – Hospitality Supervision  HMT 2227 – Marketing in the Hospitality Industry  HMT 2230 – Hospitality Risk and Prevention  This will enable the department to offer these classes in a variety of delivery methods such as competency based, face-to-face, online, flipped, and/or hybrid. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| One of the weaknesses mentioned in the self-study was aging facilities and equipment. The institution’s Capital Request process has been designed to address needs such as these; however decision-makers may be unaware that these needs exist unless requests are submitted through this process. The department is encouraged to address needed upgrades in equipment through the Capital Request process. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism completed an equipment replacement assessment identifying commercial kitchen appliance needs.  The department utilized the institutions Capital Request process to secure large industrial, smallware, stemware, and flatware purchases.  As equipment continues to age and replacement parts become more difficult to obtain, the Capital Request process will become more important and utilized on an as needed basis.  Progress as of 01/27/2016:  The department of Hospitality Management and Tourism replaced the following items through the Capital Request process FY 14-15:   * (8) 5 qt. mixers * 40 qt. mixer * 60 qt. mixer * 6 burner stove * 5gal Coffee Maker * 8 ceiling/adjustable electrical outlets   The Capital Requests for FY 15-16:   * Rack Oven * Cyclo-thermic Oven |
| The self-study was unclear regarding how the department collects feedback from stakeholders. The department is encouraged to develop systematic approaches to gathering information from stakeholder groups. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism has collected information from the advisory committee and exit interview data from graduates in 2013-2014 to make improvements to the overall program. However, a systematic approach for ongoing data collection is being developed based on general education outcomes and program outcomes.  Progress as of 01/27/2016:  The department of Hospitality Management and Tourism has collected information through its Exit Interview process from graduates, not only to improve the program, but also to obtain knowledge of their career upward mobility.  An email was sent on January 14, 2016 (and followed up by phone calls) to graduates asking for information on items such as career advancements, compensation rates, if the degree was instrumental in their success, etc.  It was sent to 31 graduates with a return of rate of 5. This equates to a 16.1% return rate to date.  We will continue to track our students through the department and with the help of the Research, Analytics, and Reporting (RAR) office. |
| Expanding Bakery & Pastry offerings into a degree program was suggested in the self-study, but in the discussion with the review team it was unclear whether the program would be geared towards producing graduates to work in high-end bakeries or less prestigious local bakeries. Before pursuing development of a degree program in this area, the department is encouraged to determine where the jobs in this area will be and to be clear and explicit regarding the focus of the proposed program. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism was approved to offer a degree option in Baking and Pastry Arts FY 13-14. Two students have completed this degree option and six more are scheduled to graduate FY 14-15.  Although the degree is relatively current, there are interns employed at high-end bakeries such as The Cakery, Ele` Cake Company, and Boosalis Bakery. There are also interns at less prestigious local bakeries such as Kroger’s and Bill’s Donuts of Dayton.  Progress as of 01/27/2016:  There have been 8 graduates of the program to date and six were working in medium to high-end establishments upon graduation. We have attempted to receive updated employment information through department and RAR graduate survey processes. It can be difficult sometimes to retrieve this updated information.  Here is the list of students and current employment information:    Amy Cotterman – Adjunct Professor, Sinclair Community College, HMT department and Instructor/Program developer for Wilton cake decorating company  Dwayne Scandrick – Meijers, Bakery and Pastry Specialist  Tammy Camarota – Survey Data Unknown    Cristina Nehring – Starting Business  Paige Robinson – Aramark, Bakery Specialist and Kitchen Manager  Anastasia Paine – Starting Business  Lynn Murray – Survey Data Unknown  Alicia Campbell – The Cakery, Cake Decorator |
| It is recommended that the department increase its efforts in the collection, analysis, and use of data, particularly in the area of assessment of student learning. The level of standardization between different sections of courses in this department is a major first step in comprehensive assessment of student learning, and the department is encouraged to take the next steps by collecting student performance data, aggregating it, analyzing it, and then using it to inform decisions made about program curriculum. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism is developing a data collection process that utilizes the student learning results model. This model indicates the performance measure, lists the measurement instruments or processes, the current results, analysis of results, and any action taken or improvements made.  The following represents what data will be collected:  Computer Literacy – HMT 1137 (Hospitality Industry Computer Systems) will capture this data.  A twenty question multiple choice pre-test and post-test was developed. HMT 2295 (Hospitality Management & Tourism Seminar) will have a computer based assignment to capture the data needed.    Critical Thinking & Problem Solving – HMT 1107 (Sanitation & Safety) and HMT 2215 (Food & Labor Cost Controls) will capture the data needed.  HMT 1107 pre and post tests have been created to capture the data needed.  HMT 2215 created assignments based on the butchers test and breakeven analysis which will measure student’s problem solving and critical thinking ability.    Information Literacy – HMT 1125 (Bar & Beverage Management) and HMT 2226 (Purchasing & Negotiations) will capture the data needed. HMT 1125 will use the Glazers wine, spirits, and beer test to capture the data needed and HMT 2226 will use an information project to capture the data needed.    Oral Communication Skill – HMT 1110 (Menu Planning) and HMT 2209 (Advanced Culinary Skills) will capture the data needed. Both classes will capture data from the dining room customer service evaluation.    Values Citizenship and Community – HMT 1110 and HMT 2226 will capture the data needed. Both classes have designed projects and service components to capture the data needed.    Written Communication – HMT 2230 (Risk & Prevention Management) and HMT 2295 (Hospitality Management & Tourism Seminary) will capture the data needed.    HMT 2230 will capture the data needed from a case analysis project and HMT 2295 will capture the data needed from the business blue print project.  Program Outcomes for Hospitality Management students – The internship mid-term and final assessments have embedded program outcome questions to capture the data needed.    Program Outcomes for Culinary Students – The internship mid-term and final assessments have embedded program outcome questions to capture the data needed.  Progress as of 03/02/2016:  All assessment instruments for the department of Hospitality Management & Tourism have been revised or replaced, and used to determine success, failure, and or improvement needed. The results from Fall 2015 can be found in the proper section below. |
| The department is encouraged to continue tracking graduates to determine their employment outcomes and whether they are getting what they need in their education. If necessary, the department may want to work with Research, Analytics, and Reporting to get this information. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism conducts exit interviews with as many graduates as possible. We collect employment information, email addresses, phone numbers, etc. We ask graduates to update their employment information twice a year and yield very low results. The goal of the department is to work with Research, Analytics, and Reporting to develop a system that will provide the data needed by the department and accreditors.  The goal is to have a system implemented with the assistance of RAR by December 31, 2015.  Progress as of 03/02/2016:  All assessment instruments for the department of Hospitality Management & Tourism have been revised or replaced, and used to determine success, failure, and or where improvement is needed. The results from Fall 2015 can be found in the proper section below. |
| The department is encouraged to continue the work that has been started on articulation agreements. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism developed an articulation agreement with Miami University (Middletown). HMT graduates can transfer their credits towards a bachelor’s degree in Integrated Studies.  Currently, the department is working with The Ohio State University for its second articulation agreement.  Progress as of 03/02/2016:  The department of Hospitality Management & Tourism has been in talks with THE Ohio State University and we have sent over the curricula of all six degrees:   1. Baking and Pastry Arts degree 2. Culinary Arts degree 3. Hospitality Management – Restaurant Management degree concentration 4. Hospitality Management – Lodging degree concentration 5. Hospitality Management – Meeting & Event Planning degree concentration 6. Hospitality Management – Tourism degree concentration   Sara Odom (Director of Curricula in the College of Human Ecology) and Milos Bujisic (Hospitality Management Lead Faculty member) have been the new contact persons for this project. They are reviewing which degree(s) will be the best fit for the articulation. The department anticipates a final decision of courses by Fall 2016  The link below is the Hospitality Management degree curriculum,  <http://majors.osu.edu/pdfview.aspx?id=82> |
| The department is encouraged to incorporate elements of globalism and appreciation of diverse populations into their program outcomes. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism requires all students to take SOC 1145 (Cultural Anthropology). This course is an examination of what is meant by culture and a review of the various theories and methods of in Cultural Anthropology. It includes a comparison of the similarities and differences among world cultures as well as comparative analysis of family organization, religious beliefs, educational systems, economics and government systems.  Students are also required to take an OTM Humanities elective. They have the following choices:  HUM 1131 – The Search for Utopia  HUM 1135 – Environmental Ethics  HUM 1141 – Appalachian History and Culture  HUM 1142 – Native American History  HUM 1195 – Leadership and Development  Progress as of 03/02/2016:  This is complete and began officially Fall 2015. |
| The department is encouraged to explore streamlining its program curricula – it may be that reducing the number of credit hours required in programs would increase the number of students who complete a program. | In progress  Completed  No longer applicable | The department of Hospitality Management & Tourism has streamlined its curricula and reduced the number of credit hours to receive a degree in each of its programs. Therefore, this section was marked Completed.  Recently, the department has been asked to reduce the number of credit hours for each degree to 60-65 hours. The culinary arts degree option remains above 65 hours and because of this, the section has been changed to In Progress.  The number of hours to complete a degree option in culinary arts is 69 hours. The goal of the department is for this degree option to be reduced to 60-65 by December 31, 2015.  Progress as of 03/02/2016:  The department of Hospitality Management & Tourism extensively explored the option of lowering degree completion credits from 69 to 60-65 within the Culinary Arts degree. After several meetings covering accreditation competencies for ACPHA (Accreditation Commission on Programs of Hospitality Administration) and the ACF (American Culinary Federation), it was determined that this project should be postponed until after the ACF accreditation site visit November 1-3 of 2016. This project is going to require new courses, major overhaul revisions to current courses, title changes, number changes, credit hour changes, etc. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** SOC 1145 - Cultural Anthropology (required) Students in HMT must take one the following courses below as an elective: HUM 1131 – The Search for Utopia HUM 1135 – Environmental Ethics HUM 1141 – Appalachian History and Culture HUM 1142 – Native American History HUM 1195 – Leadership and Development

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

***Program Outcomes***

*Last year if you recall, the department of HMT had the incorrect program outcomes in the annual report. The program outcome data in the chart below was not corrected until Spring/Summer of 2015. The department collected data from the internship midterm assessment and final assessment Fall 2015. Therefore, we do not have multiple points due to only collecting the information for one term. At the conclusion of Spring 2016, the department will have two data points for program outcomes.*

***General Education Outcomes***

*The department of HMT has multiple data points for General Education Outcomes. Please see below for data points on Problem Solving and Critical Thinking.*

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| --- | --- | --- | --- |
| **Program Outcomes** | Year assessed or to be assessed. | Assessment Methods | What were the assessment results? |
|  |  | Used | (Please provide brief summary data) |
|  |  |  |  |
| Apply fundamentals of baking/pastry/confectionary science to the preparation of products. | Fall 2015 | HMT 2292 Culinary Internship Final Assessment | Assessment Average 91.6% |
| Apply principles of preparation and baking techniques to produce a variety of hot and cold pastry/bakery/confectionery/food products. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 100% |
| Become familiar with varieties of alcoholic and non-alcoholic beverages and explain laws related to responsible alcohol service. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment    HMT 1125 Alcohol Safety Certification | Not applicable in the Internship Assessment    HMT 1125 Assessment Average 82.4% |
| Demonstrate ability to practice concepts of customer service. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment  HMT 1110 National Restaurant Customer Service Certification | Not applicable in the Internship Assessment    HMT 1110 Assessment Average 80% |
| Demonstrate ability to work effectively as a member of a team and perform duties in an ethical manner. | Fall 2015 | HMT 1110 National Restaurant Customer Service Certification | Assessment Average 80% |
| Demonstrate appropriate professional written and oral communication skills along with professional dress and grooming standards. | Fall 2015 | HMT 1110 National Restaurant Customer Service Certification | Assessment Average 80% |
| Demonstrate the operation of pastry/baking/confection equipment safely and correctly. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 100% |
| Develop knife skills to produce a variety of cuts, and demonstrate the operation of kitchen equipment safely and correctly. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 75% |
| Make decisions based on integrating knowledge of functional areas. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 87.5% |
| Pair gourmet coffee and tea with a variety of baked goods. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 100% |
| Perform dining room duties using a variety of styles and demonstrate an understanding of quality customer service. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment  HMT 1110 National Restaurant Customer Service Certification | Not applicable in the Internship Assessment    HMT 1110 Assessment Average 80% |
| Perform mathematical functions related to food. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 87.5% |
| Perform sales floor duties using a variety of marketing styles and demonstrate an understanding of quality customer service. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment  HMT 1110 National Restaurant Customer Service Certification | Not applicable in the Internship Assessment    HMT 1110 Assessment Average 80% |
| Use technology to achieve operational efficiency and productivity. | Fall 2015 | HMT 2292 Culinary Arts Internship Final Assessment | Assessment Average 87.5% |

General Education Data for HMT 1107 (Sanitation and Safety) – Problem Solving and Critical Thinking

Spring Term 2015:

•   **Performance Measure**

Problem Solving and Critical Thinking

•   **Instrument or Process used**

Pre-Test and Post-Test

•   **Results**

Number of Students 24

Pre-Test Results Average 66%

Post-Test Results Average 87%

•   **Analysis of Results**

Lowest Score Pre-Test 43%

Lowest Score Post-Post 68%

Highest Score Pre-Test 71%

Highest Score Post-Test 98%

•   **Action Taken**

Instructor reviewed the most frequently missed questions and reinforced this material through-out the course

•   **Charted Data**

General Education Data for HMT 1107 (Sanitation and Safety) – Problem Solving and Critical Thinking

Summer Term 2015:

•   **Performance Measure**

Problem Solving and Critical Thinking

•   **Instrument or Process used**

Pre-Test and Post-Test

•   **Results**

Number of Students 12

Pre-Test Results Average 54%

Post-Test Results Average 86%

•   **Analysis of Results**

Lowest Score Pre-Test 43%

Lowest Score Post-Post 76%

Highest Score Pre-Test 75%

Highest Score Post-Test 94%

•   **Action Taken**

Reviewed the most frequently missed questions and reinforced this material through-out the course

Used MyServsafeLab as support material

•   **Charted Data**

General Education Data for HMT 1107 (Sanitation and Safety) – Problem Solving and Critical Thinking

Fall Term 2015:

•   **Performance Measure**

Problem Solving and Critical Thinking

•   **Instrument or Process used**

Pre-Test and Post-Test

•   **Results**

Number of Students 23

Pre-Test Results Average 53%

Post-Test Results Average 78%

•   **Analysis of Results**

Lowest Score Pre-Test 32%

Lowest Score Post-Post 60%

Highest Score Pre-Test 70%

Highest Score Post-Test 95%

•   **Action Taken**

Instructor reviewed the most frequently missed questions and reinforced this material through-out the course

Used MyServsafeLab as support material

•   **Charted Data**

**Data Summary:**

The averages are consistent in terms of the pre-test versus post-test scores relative to the final averages. The department of HMT lowered the academic foundations prerequisite standards starting Fall 2015. The evidence shows an 11% decrease in in-coming knowledge and an 8% decrease in exiting knowledge.

The department of HMT will meet after the Sinclair Community College Data Summit to discuss changes for Fall 2016.

General Education Data for HMT 2215 (Hospitality Cost Controls) – Problem Solving and Critical Thinking

Spring Term 2015:

•   **Performance Measure**

Problem Solving and Critical Thinking

•   **Instrument or Process used**

Pre-Test and Post-Test

•   **Results**

Number of Students 19

Pre-Test Results Average 61%

Post-Test Results Average 86%

•   **Analysis of Results**

Lowest Score Pre-Test 9%

Lowest Score Post-Post 58%

Highest Score Pre-Test 100%

Highest Score Post-Test 100%

•   **Action Taken**

Instructor reviewed the most frequently missed questions and reinforced this material through-out the course

•   **Charted Data**

General Education Data for HMT 2215 (Hospitality Cost Controls) – Problem Solving and Critical Thinking

Summer Term 2015:

•   **Performance Measure**

Problem Solving and Critical Thinking

•   **Instrument or Process used**

Pre-Test and Post-Test

•   **Results**

Number of Students 8

Pre-Test Results Average 61%

Post-Test Results Average 88%

•   **Analysis of Results**

Lowest Score Pre-Test 0%

Lowest Score Post-Post 68%

Highest Score Pre-Test 100%

Highest Score Post-Test 100%

•   **Action Taken**

Reviewed the most frequently missed questions and reinforced this material through-out the course

Reviewed Profit and Loss statements from various companies and performed calculations

•   **Charted Data**

General Education Data for HMT 2215 (Hospitality Cost Controls) – Problem Solving and Critical Thinking

Fall Term 2015:

•   **Performance Measure**

Problem Solving and Critical Thinking

•   **Instrument or Process used**

Pre-Test and Post-Test

•   **Results**

Number of Students 28

Pre-Test Results Average 68%

Post-Test Results Average 85%

•   **Analysis of Results**

Lowest Score Pre-Test 15%

Lowest Score Post-Test 60%

Highest Score Pre-Test 100%

Highest Score Post-Test 100%

•   **Action Taken**

Instructor reviewed the most frequently missed questions and reinforced this material through-out the course

Reviewed Profit and Loss statements from various companies and performed calculations

•   **Charted Data**

Data Summary:

The averages are consistent in terms of the pre-test versus post-test scores relative to the final averages. The department of HMT allowed students to take ACC 1100 (Small Business Accounting) or ACC 1210 (Introduction to Financial Accounting) as part of the degree program. Previously to Fall 2015, students were only allowed to take ACC 1210 as a prerequisite to HMT 2215 (Hospitality Cost Controls) The evidence is pretty consistent across semesters. However, there has been a slight increase in the scores ever since we started reviewing the Profit and Loss statements.

The department of HMT will meet after the Sinclair Community College Data Summit to discuss changes for Fall 2016.

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | There are no planned changes until after the accreditation site visit from the American Culinary Federation November 1-3 of 2016. |
| **How will you determine whether those changes had an impact?** | There are no planned changes until after the accreditation site visit from the American Culinary Federation November 1-3 of 2016. |