

**ASSESSMENT REPORT**

**DEPARTMENT & PROGRAM:** Hotel and Restaurant Management – BS

**ACADEMIC PROGRAM MISSION:** We are the best in hospitality education and research as regarded globally by the academic and hospitality communities. We embrace and foster an environment that includes community relevance, collaboration, multiculturalism, experiential learning, innovation, integrity and passion. The College, therefore, is committed to prepare our students to engage as professional and leaders in all segments of the global hospitality industry.

**STUDENT LEARNING OUTCOMES**

**Student Learning Outcome 1:** Students will demonstrate a high level competency in quantitative skills related to the area of accounting and finance in the context of hotel and restaurant management.

**Student Learning Outcome Assessment:** The final accounting/finance course in the HRMA curriculum is Financial Management. A committee was formed to insure the objectives required of a capstone course and the actual material in the course were in sync. As part of this process questions were developed that would measure the quantitative skills competency required for each segment of the course. During the semester the instructor teaching the course will select seven or eight (7 or 8) questions from this approved bank to include in their regular examinations and track the responses. Instructors may also elect to use all the questions related to quantitative skills provided in the bank to use for their exams. Once the semester is over the results from these questions measuring quantitative skills will be compiled and compared to the standard.

The results of all the questions related to the quantitative skill competencies were tracked and measured against the standard. In order to measure to the standard all the questions taken from the approved bank were listed by key course concept and then the total number of correct answers for each question was noted. The total number of correct responses was tallied and an average taken of total correct responses as a percentage of total students enrolled and/or taking the exams. The assessment and measurement process was completed and defined in the Spring of 2014. Results of the measurements are shared with both the Deans of the college, the curriculum committee of the college, the college Accounting and Finance Faculty Committee and the instructor. In the college Accounting and Finance Faculty Committee the measurement tools are discussed and how measurement of these skills can be improved.

**Performance Standard:** The standard is that 70% of the students will answer 70% of the questions correctly.

**Assessment Results & Analysis:** In 17-18, 86% of the students (N = 103) answered 70% of the quantitative questions presented from the approved test bank correctly.

The standard of 70% was met as 86% of the students responded to 70% of the questions correctly, an indication that the students have achieved quantitative skill competencies. Results indicate that students were able to effectively apply these techniques to solve financial and managerial problems in order to make sound management decisions in various hospitality industry environments.

In the 16-17 year the standard was met, the results were used to review those questions where students were deficient and the course material or how the material was presented were reviewed and adjusted as necessary. Adjustments would include providing more resources or providing illustrations that would help in the comprehension of the specific concepts where the deficiency were identified.

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Based on the results from the 2016-17 year, actions were taken to review concepts and how they were being presented. Both the San Antonio and Main campus instructors for this course met to discuss the results and to evaluate the format of the exam questions to determine what would provide the best indication of student learning. One thought considered was how to incorporate both calculation (quantitative) and interpretation (critical thinking) skills.

Instructors all agreed that early identification of the areas where student comprehension of the concepts does not meet the established standard would allow for instructors to provide students with feedback and additional resources early in the semester. This awareness early on in the course will allow the instructor to be more proactive to the student learning process and should result in improved results reflected in the final assessment used to measure the given standard.

Historically,

Year	N =	% students who scored 70% on the quantitative questions
17-18	103*	86
16-17	53	80
15-16	48	75
14-15	73	86

*\*Both Fall 2017 and Spring 2018 results included.*

**Program Improvement Plans:** The instructors for this course met to review the 2017-18 results and to discuss how to improve measurement of the quantitative skills. Considerations were whether to change the questions from multiple choice to short answer or a combination of both. The timing of the exam used to measure the student learning during the semester was also discussed so that all instructors in the same time frame are testing the same concepts. Instructors also discussed measuring the results of the first examination given to students to the standard to determine if the students are meeting the standard early in the course so that adjustments in how the material is presented later in the course could be incorporated. The instructors agreed to have less multiple-choice questions and more questions where students have to show their calculations, as this would provide more insight into the student learning and understanding of the concepts. Revisions will be introduced in the Fall 2018 exams and faculty will meet to review the results and determine if any additional modifications are necessary to the measurement process.

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**Student Learning Outcome 2:** Students will demonstrate a high level competency in critical thinking skills related to the area of accounting and finance in the context of hotel and restaurant management.

**Student Learning Outcome Assessment:** The final accounting/finance course in the HRMA curriculum is Financial Management. A committee was formed to ensure the objectives required of a capstone course and the actual material in the course were in sync. As part of this process questions were developed that would measure the critical thinking competencies required for each segment of the course. During the semester the instructor teaching the course will select seven or eight (7 or 8) questions from this approved bank to include in their regular examinations and track the responses. Instructors may also elect to use all the questions related to critical thinking provided in the bank to use for their exams. Once the semester is over the results from these questions measuring critical thinking skills will be compiled and compared to the standard.

The assessment and measurement process was completed and defined in the Spring of 2014. The results of all the questions related to the quantitative skill competencies were tracked and measured against the standard. In order to measure to the standard all the questions taken from the approved bank were listed by key course concept and then the total number of correct answers for each question was noted. The total number of correct responses was tallied and an average taken of total correct responses as a percentage of total students enrolled and/or taking the exams. Results of the measurements are shared with both the Deans of the college, the curriculum committee of the college, the college Accounting and Finance Faculty Committee and the instructor. In the college Accounting and Finance Faculty Committee the measurement tools are discussed and how measurement of these skills can be improved.

**Performance Standard:** The standard is that 70% of the students will answer 70% of the questions correctly.

**Assessment Results & Analysis:** In 17-18, 100% of the students (N = 103) answered 70% of the critical thinking questions presented from the approved test bank correctly. The standard was exceeded.

The standard of 70% was met as 100% of the students responded to 70% of the questions correctly, an indication that the students have achieved critical thinking skill competencies. Results indicate that students were able to effectively apply these techniques to solve financial and managerial problems in order to make sound management decisions in various hospitality industry environments.

In the 16-17 year the standard was met, the results were used to review those questions where students were deficient and the course material or how the material was presented were reviewed and adjusted as necessary. Adjustments would include providing more resources or providing illustrations that would help in the comprehension of the specific concepts where the deficiency were identified.

Based on the results from the 2016-17 year, actions were taken to review concepts and how they were being presented. Both the San Antonio and Main campus instructors for this course met to discuss the

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results and to evaluate the format of the exam questions to determine what would provide the best indication of student learning. One thought considered was how to incorporate both calculation (quantitative) and interpretation (critical thinking) skills.

Instructors all agreed that early identification of the areas where student comprehension of the concepts does not meet the established standard would allow for instructors to provide students with feedback and additional resources early in the semester. This awareness early on in the course will allow the instructor to be more proactive to the student learning process and should result in improved results reflected in the final assessment used to measure the given standard.

Historically,

Year	N =	% students who scored at least 70% on critical thinking questions
17-18	103*	100
16-17	53	85
15-16	48	86
14-15	73	77

*\*Both Fall 2017 and Spring 2018 results included.*

**Program Improvement Plans:** The instructors for this course met to review the 2017-18 results and to discuss how to improve measurement of the critical thinking skills. Considerations were whether to change the questions from multiple choice to short answer or a combination of both. The timing of the exam used to measure the student learning during the semester was also discussed so that all instructors in the same time frame are testing the same concepts. Instructors also discussed measuring the results of the first examination given to students to the standard to determine if the students are meeting the standard early in the course so that adjustments in how the material is presented later in the course could be incorporated. The instructors agreed to have less multiple-choice questions and more questions where students have to show their calculations, as this would provide more insight into the student learning and understanding of the concepts. Revisions will be introduced in the Fall 2018 exams and faculty will meet to review the results and determine if any additional modifications are necessary to the measurement process.

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**Student Learning Outcome 3:** Students will effectively communicate through writing as a hospitality leader.

**Student Learning Outcome Assessment:** Students in HRMA 4353: Leadership within the Hospitality Industry must demonstrate proficiency in effective written communication by creating professional papers in an appropriate style and format that meet the seven (7) criterion provided by the instructor. See the HRMA 4353 Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet attached.

During the semester several papers are submitted and evaluated by the instructor to ensure the criterion provided have been reflected in the professional papers prepared by the students. This process should provide the student with sufficient practice in applying effective writing and communication skills into practice. The final paper submitted would be the measurement as to whether the student demonstrates proficiency in effective written communication. The instructor will review all the papers including the final based on the seven (7) criteria: Format, Introduction, Relevance to Core Material, Concern for Details, Application, Grammar, and Overall Presentation to determine if the student paper met the established standard.

Meeting or exceeding the standard will provide a good indication that the students have become proficient in effective written communication skills. Students should then be able to effectively apply the criterion to communicate and express their ideas. If the students do not meet the standard the instructor will need to evaluate the process and how the material was presented in order to elicit better retention and application by the student. Results of the measurements are shared with both the Deans of the college, the curriculum committee of the college, the college Lodging Management committee and the instructor.

**Performance Standard:** The standard will be that 70% of the final papers submitted by the students will receive a score of 70%.

**Assessment Results & Analysis:** In 17-18, 97.5% of the students (N = 159) earned a score of 70% or better on their final paper. The standard was/ was met.

Meeting or exceeding the standard indicates that the students have become proficient in effective written communication skills. Students should then be able to effectively apply the criterion to communicate and express their ideas. Currently no significant changes have been made to the current format for the writing component as the results continue to indicate that the students are proficient in effective written communication.

Historically,

Year	N =	% students who earned a 70% or better on final paper
17-18	159	97.5
16-17	126	78.6
15-16	130	96
14-15	131	72

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**Program Improvement Plans:** The instructors for the San Antonio campus and the Main campus met to discuss the results of the 17-18 measurements. Discussion included which paper should be used to measure the competency of effective written communications, the rubric currently being used and also the performance standard. All instructors indicated that they would use the last paper written by the students, they would keep the grading rubric the same; however, they decided to increase the standard to 70% of the final papers submitted by students will earn a score of 75%.

**PROGRAM OUTCOMES**

**Program Outcome 1:** Graduates of the C.N. Hilton College of Hotel and Restaurant Management will find employment after graduation.

**Program Outcome Assessment:** Each semester the Career Development and Placement Office contacts students via a survey to inquire the following:

- Employment status
- Company with whom an employment opportunity has been offered/accepted
- Position accepted
- Salary
- Area of interest
- Delaying employment to pursue a higher degree (Master/PhD)

The responses are compiled to obtain a percentage of those successfully finding employment opportunities or delaying employment because they are registering in an advanced degree program.

The results from the survey/inquires made by the Career Development and Placement Office were organized not only to establish whether a student had received an opportunity for employment but also the type of employment accepted and the compensation level. In addition, the data was analyzed to determine whether the student was able to find an opportunity in their area of interest. Results of the employment placement report are sent to the entire faculty.

**Performance Standard:** The standard is that 70% of all students graduating in a semester will have found employment opportunities or will have applied or been accepted for an advanced degree.

**Assessment Results & Analysis:** In 17-18, 88% of all graduating students (N = 262) reported being employed or applied/accepted to graduate school. The standard is exceeded for employment after graduation.

In the 2017/2018 year, the career placement office implemented new programming in the form of new workshops and new partnerships with student organizations. They created a speed interviewing workshop, planned an etiquette dinner and continued to improve on internship programming to prepare students to complete internships in preparation for the new curriculum requirement.

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They also formed new partnerships with student organizations, including Eta Sigma Delta, the National Society of Minorities in Hospitality and A Taste of Hilton College to involve more students in experiential activities, strengthen their networks and improve industry relationships. Finally, they implemented a new event management class called career fair management that has involved a group of students in the planning and execution of their biannual career fairs.

This has all resulted in their consistently high placement rate and has also attracted new and unique employers to the college. The quality of the offers made has gone up in addition to the breadth of companies that are recruiting at the College. More of the top hospitality employers are thinking of the Hilton College as a resource for not only operations managers, but also future leaders of their companies.

### Fall 2017 & Spring 2018

Placement Rate	Fall 2016	Spring 2017	Total	Total % of Students Employed/Graduate School
Employed/Graduate School	109	122	231	88.2%
Searching	17	14	31	11.8%
<b>TOTAL</b>	<b>126</b>	<b>136</b>	<b>262</b>	<b>100.0%</b>

Historically,

Year	N for graduating Undergraduate students	Undergraduate students employed or grad school	Total % students employed or grad school
17-18	262	231	88.2
16-17	243	223	92
15-16	296	269	91
14-15	251	220	88

**Program Improvement Plans:** Career Placement will continue targeting students early and encouraging them to participate in more internship opportunities and student organizations. This has encouraged them to think about different hospitality career paths and has increased their marketability. They will also continue to provide a “career exploration” workshop, which led many to consider other career paths as well.



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**Program Outcome 2:** Graduates of the C.N. Hilton College of Hotel and Restaurant Management will ensure high quality of academic advising services.

**Program Outcome Assessment:** In the semester when the application for graduation is submitted, students are provided a detailed survey to complete during the mandatory graduation orientation. The survey questions prompt students to rate various aspects of the HRM program, among them satisfaction with academic advising services. Students are asked to rate from 1 to 4 (1 being the lowest, 4 being the highest) the Office of Academic Advising based on the following criteria:

1. Ability to meet with an advisor
2. Quality of academic advising
3. Support in reaching your education goals
4. Prompt return of e-mails/phone messages
5. Quality of customer service

In addition students are asked to provide any additional written comments that may provide more insight on the process.

The survey item responses will be reviewed to see if the relevant standard has been met. Additional comments provided by the students on the survey will also be reviewed. The survey tool used is Qualtrics, which allows for the data to be analyzed in multiple ways if necessary. Results of the exit surveys are sent to the entire faculty.

**Performance Standard:** The standard is that each item being rated should achieve a mean of 3.5 out of a maximum of 4.

**Assessment Results & Analysis:** In 17-18, 100% of the survey items (n=161) regarding the Office of Academic Advising were rated 3.5 or higher. The standard was met.

The Office of Academic Services seeks to provide students with prompt responses, superior customer service and remove barriers to student success. It is mandatory that all students have a degree plan on file and they are encouraged to meet with their advisor each semester. To ensure a seamless graduation, seniors were required to meet with an advisor to confirm all transcripts had been received and outstanding course requirements were discussed. In 2017, holds were placed on student accounts requiring them to meet with an advisor if they were on academic probation, academic warning or did not have a degree plan on file. Unfortunately, many students did not act upon these holds in a timely manner and waited until registration to meet with an advisor. To resolve this issue, students now receive multiple emails for any holds on their accounts prior to registration to avoid delays in enrolling. Furthermore, orientation sessions and classroom visits emphasize the importance of being proactive in meeting with advisors prior to schedules being released.

If the standard is met, the results from the survey would indicate the level of satisfaction that the students had with advising during their tenure at the college with the Office of Academic Advising. If the standard is not met then the results where identify which areas are deficient so that focus can be placed on improvement.

The standard was met, however, the processes will still be reviewed to identify if there is any way to increase the mean score of each category being rated.





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Fall 2017

#	Question	Poor		Acceptable		Good		Excellent		Total
1	Ability to meet with an advisor	1.15%	1	3.45%	3	21.84%	19	73.56%	64	87
2	Quality of academic advising	1.15%	1	6.90%	6	18.39%	16	73.56%	64	87
3	Support in reaching your educational goals	0.00%	0	4.65%	4	19.77%	17	75.58%	65	86
4	Prompt return of e-mails/phone messages	0.00%	0	5.95%	5	22.62%	19	71.43%	60	84
5	Quality of customer service	1.16%	1	2.33%	2	23.26%	20	73.26%	63	86

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Ability to meet with an advisor	1.00	4.00	3.68	0.60	0.36	87	26.44%	98.85%
2	Quality of academic advising	1.00	4.00	3.64	0.66	0.44	87	26.44%	98.85%
3	Support in reaching your educational goals	2.00	4.00	3.71	0.55	0.30	86	24.42%	100.00%
4	Prompt return of e-mails/phone messages	2.00	4.00	3.65	0.59	0.35	84	28.57%	100.00%
5	Quality of customer service	1.00	4.00	3.69	0.58	0.33	86	26.74%	98.84%

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Spring 2018

#	Question	Poor		Acceptable		Good		Excellent		Total
1	Ability to meet with an advisor	1.35%	1	4.05%	3	20.27%	15	74.32%	55	74
2	Quality of academic advising	0.00%	0	9.46%	7	14.86%	11	75.68%	56	74
3	Support in reaching your educational goals	0.00%	0	8.11%	6	17.57%	13	74.32%	55	74
4	Prompt return of e-mails/phone messages	0.00%	0	4.11%	3	26.03%	19	69.86%	51	73
5	Quality of customer service	0.00%	0	2.70%	2	22.97%	17	74.32%	55	74

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Ability to meet with an advisor	1.00	4.00	3.68	0.62	0.38	74	25.68%	98.65%
2	Quality of academic advising	2.00	4.00	3.66	0.64	0.41	74	24.32%	100.00%
3	Support in reaching your educational goals	2.00	4.00	3.66	0.62	0.39	74	25.68%	100.00%
4	Prompt return of e-mails/phone messages	2.00	4.00	3.66	0.55	0.31	73	30.14%	100.00%
5	Quality of customer service	2.00	4.00	3.72	0.51	0.26	74	25.68%	100.00%

Historically,

Year	N =	Q#1: Ability to meet	Q#2: Quality of advising	Q#3: Support in reaching goals	Q#4: Prompt response to e-mails/phone	Q#5: Quality of service
17-18	161	3.68	3.65	3.69	3.66	3.70
16-17	158	3.75	3.72	3.74	3.76	3.76
15-16	141*	3.68	3.61	3.67	3.71	3.7
14-15	118	3.7	3.66	3.71	3.67	3.68

\*Does not include the Field Experience N.

**Program Improvement Plans:** The academic advising office continues to find ways to get more feedback from graduating students. Continuing to verify contact information after graduation through the alumni office and providing opportunities for students to complete the surveys before graduation is a focus. Additional focus will be placed on providing availability to meet with students either in person or remotely (i.e. online). In addition, the response on the quality will be assessed; processes used will be reviewed so that information provided to students during advising is relevant and clear in helping achieve their academic goals.

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**Prior Program Improvement(s):** The standard was met for all areas; however, the processes will be reviewed to identify if there is any way to increase the mean score of each category being rated.

To improve the academic advising process, the Office of Academic Advising will need to review the areas that were below the standard and then find new approaches to serving the needs of the students. Some areas that could be considered are:

- Continue to evaluate the orientation for students on the advising process upon acceptance to the college
- Updated information on degree plan and course requirements on the college website
- Incorporating degree requirements into PeopleSoft so that students may select courses for which they are eligible and reducing schedule changes throughout the semester.

**Attachments-**

HRM 4353 Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet

**HRMA 4353****Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet****1. Format (15 possible points):**

Title

Subtitles (*in left hand margin*)

Team #/Student I.D. #'s on both pages ( no names on paper) Grading sheet attached?

Was the space used wisely? Not more than one page?

Font, spacing, and easy to read?

**2. Introduction (14 possible points):**

Are the topics briefly introduced?

Is the organizational format established?

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**3. Relevant to Core Material (14 possible points):**

Did it refer to concepts discussed in-class and assigned readings?

**4. Concern for Details (14 possible points):**

Was the topic discussed as thoroughly as possible given the space constraints? Were key points identified and discussed?

Was the information accurate?

**5. Application (14 possible points):**

Was the information applied to the industry with a very specific example?

**6. Grammar (24 possible points):**

Grammar

Spelling (3 points off for each misspelled word; do not rely on spellcheck) Punctuation

Word choice

**7. Overall Presentation (5 possible points):**

Did the paper flow overall?

Was the total presentation and the format of the information presented in an organized fashion?

**TOTAL (100 possible points)**