

**DEPARTMENT & PROGRAM:** Global Hospitality Leadership – 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 preparing our students to engage as professionals 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 GHL 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 quantitative skills competency required for each segment of the course. During the semester the instructor teaching the course will select six (6) 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 were completed and defined in the Spring of 2014 and reviewed and revised from eight (8) to six (6) questions in the Spring of 2018.

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

**Assessment Results & Analysis:** In 23-24, 82% of the students (N = 141) answered 70% of the quantitative questions presented from the approved test bank correctly.

The standard of 70% was met as 82% 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. Faculty highlight the significance of providing extensive reviews for students and a second project designed to solidify the concepts as a potential explanation for the positive results. This year's performance maintains the high level of success established by prior adjustments as described below.

In the 22-23 year, the standard of 70% was met as 77% of the students responded to 70% of the questions correctly, an indication that the students have achieved quantitative skill competencies. In the 21-22 year the standard was met, and 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 included providing more resources or providing illustrations that would help in the comprehension of the specific concepts where the deficiencies were identified.

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

Starting with the 2019-2020 year a Microsoft Forms was used to capture input from the instructors on how to improve student performance. The form also posed the question of whether the standard needed to be adjusted in any way and for the instructors to provide any other recommendations or feedback. Each semester the feedback is shared with all the instructors and any proposed changes are agreed upon as a group. The Appendix 1 of the report has the survey and questionnaires sent to the instructors.

The instructors made the following changes during the 2023-2024 year to increase the student comprehension of the material. Modifications were made based on the discussion made after the 2022-2023 results were reviewed.

- *Lots of practice questions including Kahoot questions.*
- *We drill questions and calculations over and over.*
- *Multiple layers of practice questions*
- *Review sessions, projects, office visits for tutorials, quizzes.*

*Review sessions, projects, office visits for tutorials, quizzes*Historically,

Year	N =	% students who scored 70% on the quantitative questions
23-24	141	82
22-23	115	81
21-22	167	77
20-21	131	91

**Program Improvement Plans:** The instructors for this course reviewed the 2023-24 results and discussed how to improve measurement of the quantitative skills before this academic cycle. Based on the results the instructors provided the following recommendations for the 2024-25 year.

- *Offer extra practice questions for critical thinking questions.*
- *More practices on the critical thinking questions*
- *Incorporation of Kahoot! more actively*
- *Incorporate one more major project - financial literacy video creation for underserved communities*
- *More in class focus on critical thinking skills. More opportunities to perform calculations*

When asked if the use of case studies was a contributor to the improved scores, the majority of the faculty agreed. When asked if the standard should be modified from 70% of the students will answer 70% of the quantitative skills questions correctly, the majority of the faculty indicated that it should remain the same and be evaluated again for the next reporting period. The chart below indicates the results from the year 2023 – 24 faculty survey and feedback.

Fall 2024 Survey Feedback

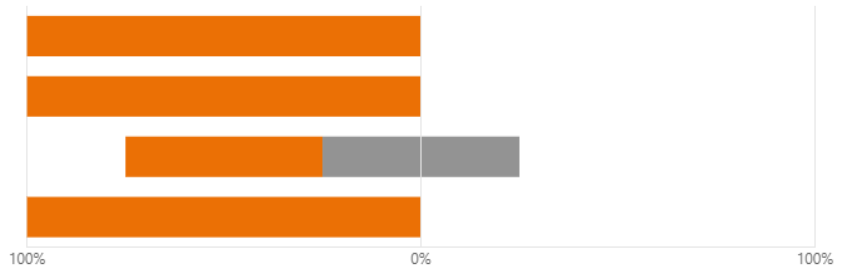
Strongly agree Agree Neutral Disagree Strongly disagree

The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the percentage of 70% of students...

The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the grade of 70% set in the standards...

One of the reasons for the standard consistently being exceeded is the use of case studies and practical applications of the material

I am not currently using case studies in my course.



Spring 2024 Survey Feedback

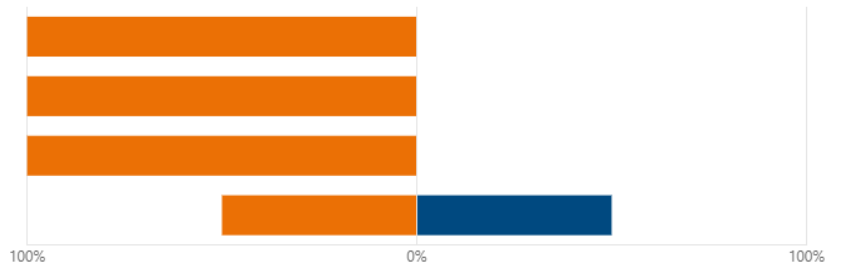
Strongly agree Agree Neutral Disagree Strongly disagree

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One of the reasons for the standard consistently being exceeded is the use of case studies and practical applications of the material

I am not currently using case studies in my course.



**Prior Program Improvement(s):** Faculty designed more projects, provided additional tutorial sessions, and in-class quizzes to aid students in the comprehension of the material. Faculty continued to use case studies to also increase application of the knowledge learned in class to real-world situations.

**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 GHL 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 six (6) 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 results of all the questions related to the critical thinking 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 were completed and defined in the Spring of 2014 and reviewed and revised from eight (8) to six (6) questions in the Spring of 2018.

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

**Assessment Results & Analysis:** In 23-24, 81% of the students (N = 141) answered 70% of the critical thinking questions presented from the approved test bank correctly. The standard was exceeded.

The standard of 70% was met and improved as 81% of the students responded to 70% of the questions correctly, an indication that the students have achieved critical 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. These results were less than the previous year's results.

In the 22-23 year, 81% of the students responded to 70% of the questions correctly. In the 20-21 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 included providing more resources or providing illustrations that would help in the comprehension of the specific concepts where the deficiencies were identified.

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 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.

Starting with the 2019-2020 year Microsoft Forms was used to capture input from the instructors on how to improve student performance. The form also posed the question of whether the standard needed to be adjusted in any way and for the instructors to provide any other recommendations or feedback. Each semester the feedback is shared with all the instructors and any proposed changes are agreed upon as a group. The appendix of the report has the survey and questionnaires sent to the instructors.

The instructors made the following changes during the 2023-2024 year to increase the student comprehension of the material. Modifications were made based on the discussion after the 2022-2023 results were reviewed.

- *Lots of real life applications.*
- *There are many examples used throughout the course that practice critical thinking and when learning new concepts, they are connected to real-world examples.*
- *Review sessions, projects, office visits for tutorials, quizzes.*
- *Actively utilizing industry data*

Historically,

Year	N =	% students who scored at least 70% on critical thinking questions
23-24	141	81
22-23	115	79
21-22	167	79
20-21	131	91

**Program Improvement Plans:** The instructors for this course reviewed the 2023-2024 results and discussed how to improve measurement of the critical thinking skills before this academic cycle. Based on the results the instructors provided the following recommendations for the 2024-2025 year.

- *More in-class practices.*
- *More examples, practices, and an exam review section.*
- *There are many examples used throughout the course that practice critical thinking and when learning new concepts, they are connected to real-world examples.*
- *I am planning to incorporate Kahoot! more actively.*

When asked if the use of case studies was a contributor to the improved scores, the majority of the faculty agreed. When asked if the standard should be modified from 70% of the students will answer 70% of the critical thinking skills questions correctly, the majority of the faculty indicated that it should remain the same and be evaluated again for the next reporting period. The chart below indicates the results from the year 2023 – 2024 faculty survey and feedback.

### Fall 2023 Survey Feedback

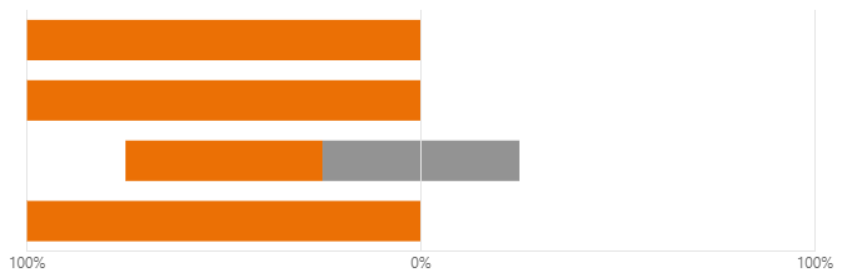
■ Strongly agree 
 ■ Agree 
 ■ Neutral 
 ■ Disagree 
 ■ Strongly disagree

The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the percentage of 70% of students...

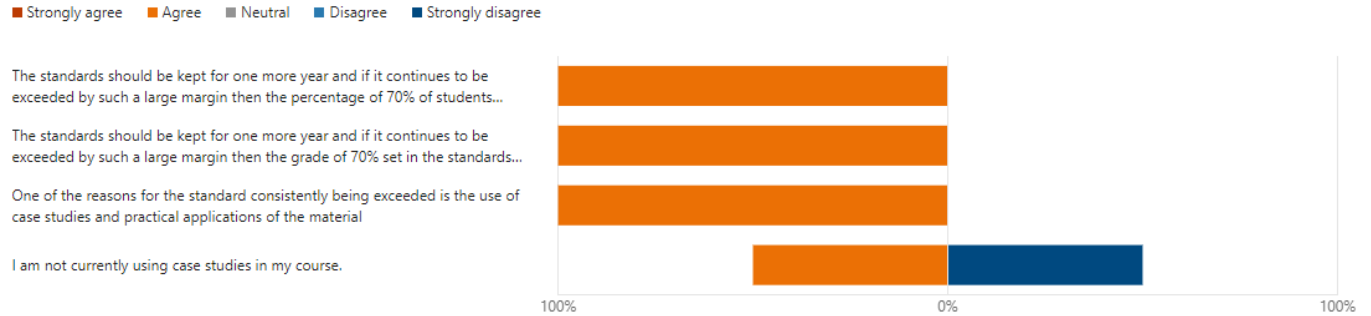
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the grade of 70% set in the standards...

One of the reasons for the standard consistently being exceeded is the use of case studies and practical applications of the material

I am not currently using case studies in my course.



## Spring 2024 Survey Feedback



**Prior Program Improvement(s):** Faculty designed more projects, provided additional tutorial sessions, and in -class quizzes to aid students in the comprehension of the material. Faculty continued to use case studies to also increase application of the knowledge learned in class to real-world situations.

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

**Student Learning Outcome Assessment:** Students in GHL 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) criteria provided by the instructor. See the GHL 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 has 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 using points to determine how well 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.

**Performance Standard:** The standard will be that 70% of the final papers submitted by the students will receive a score of 75%.

**Assessment Results & Analysis:** In 23-24, 84% of the students (N = 203) earned a score of 75% or better on their final paper. The standard 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. The 23-24 results were slightly below the 22-23 year results but still exceeding standard.

The 2019-2020 year had the standard change from a score of 70% to 75%, exceeding the new standard continues to demonstrate that the earlier writing requirements in the curriculum along with the writing/ grammar tools that are provided are both having a positive impact on the student's writing proficiency. In addition, the pre-writing grammar self-assessment currently being used by all instructors is providing timely feedback that can guide students to the University Writing Center to provide further assistance and improve their writing throughout the course of the semester.

The instructors made the following changes during the 2023-2024 year to increase student comprehension of the material. Modifications were made based on the discussion made after the 2022-2023 results were reviewed.

- *More writing opportunities.*
- *The rubric generally is clear in the requirements and students are asked to complete work that builds into the final paper. There are also days in class that we discuss the paper.*
- *We are using an AI tool that coaches students on their writing in real time.*
- *Students go through rounds of writing assignments that give them the opportunity to practice their writing skills.*

Historically,

<b>Year</b>	<b>N =</b>	<b>% students who earned a 75% or better on final paper</b>
23-24	203	84
22-23	192	86
21-22	201	88
20-21	217	91

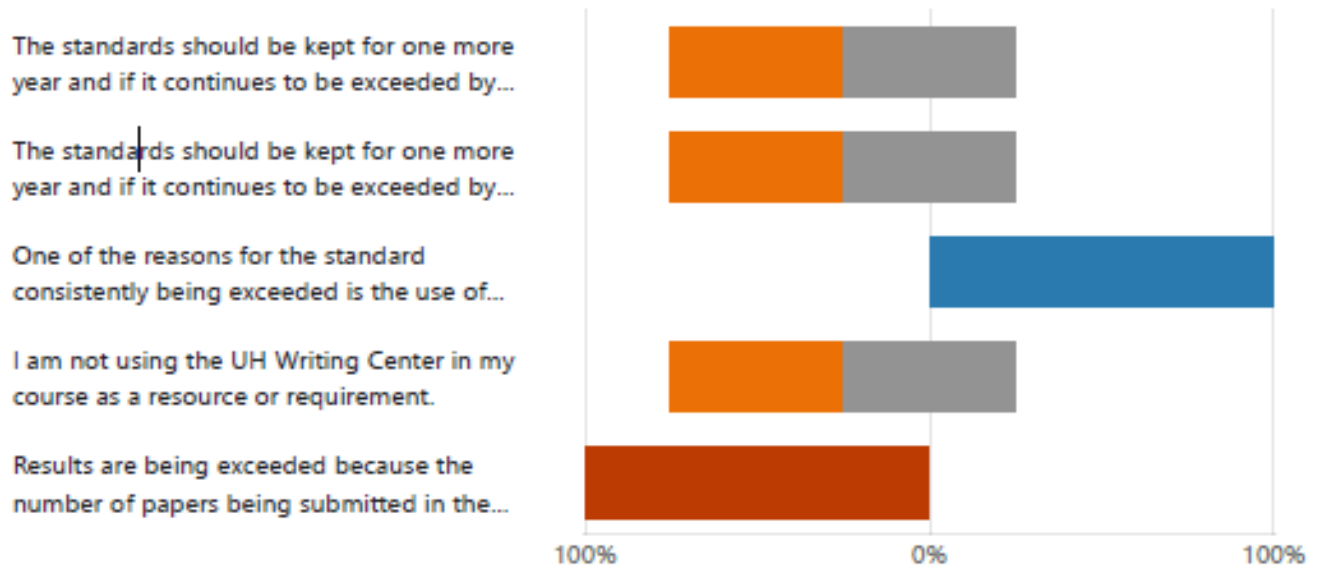
**Program Improvement Plans:** The instructors for this course reviewed the 2023-2024 results and discussed how to improve measurement of the quantitative skills before this academic cycle. Based on the results the instructors provided the following recommendations for the 2024-2025 year.

- *Increase the use of scholarly articles in their final research projects to enhance student's ability to read and apply academic literature.*
- *Enhancement of the AI platform.*
- *Greater clarity in the expectations in terms of length of the paper.*

When asked if the standard of 70% of the final papers submitted by the students will receive a score of 75% needs to change, there was no consensus. The chart below indicates the results from the year 2023 – 2024 faculty survey and feedback.

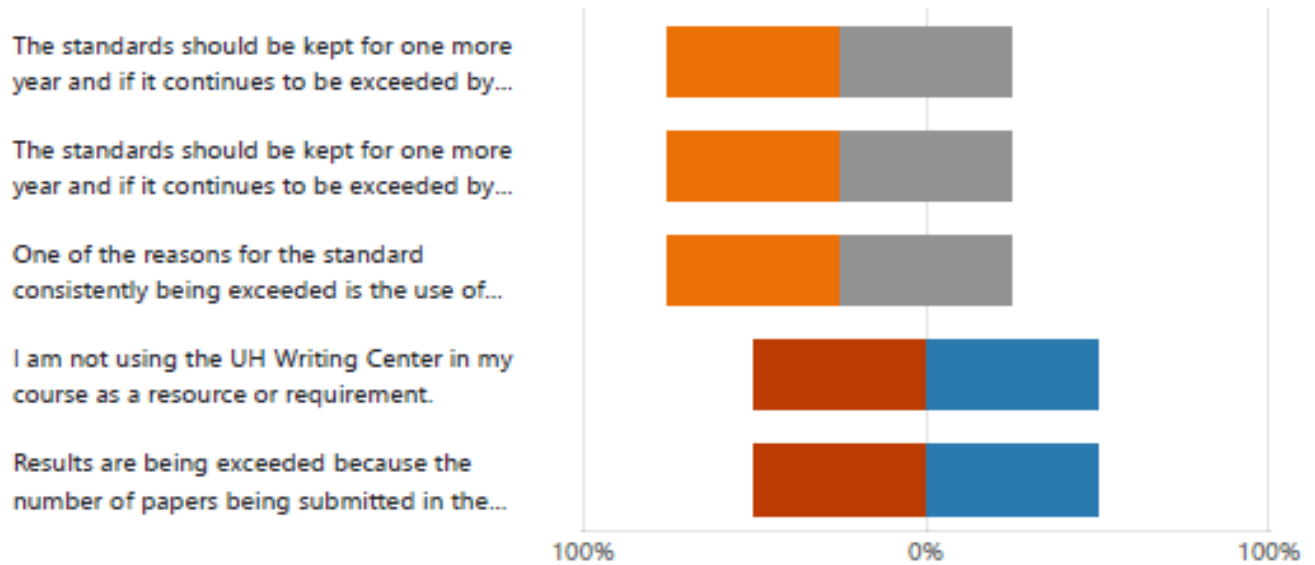
Fall 2023 Survey Feedback

Strongly agree Agree Neutral Disagree Strongly disagree



Spring 2024 Survey feedback

Strongly agree Agree Neutral Disagree Strongly disagree



**Prior Program Improvement(s):** Faculty designed more projects, provided additional tutorial sessions, and in-class quizzes to aid students in the comprehension of the material. Faculty continued to use case studies to also increase application of the knowledge learned in class to real-world situations.

## PROGRAM OUTCOMES

**Program Outcome 1:** Undergraduate programs will be able to graduate Baccalaureate students within 6 academic years or less.

**Program Outcome Assessment:** This outcome will be measured using the percentage of the First-Time-in-College (FTIC) bachelors (or equivalent) degree-seeking cohort who graduated within six academic years or less. Data is extracted from <https://www.uh.edu/by-the-numbers/> (Student Success>Retention and Graduation> Custom Table with filters set for the appropriate cohort, college, department and plan.)

**Performance Standard:** Top 50 US News & World Report Public Institutions' FTIC 6-Year Graduation Rate is 70%.

**Assessment Results & Analysis:** In 23-24, the FTIC graduation rate for the Global Hospitality Leadership BS – department- was 68%, higher than the 64% rate for UH. This standard was exceeded.

Cohort	Department N	Department- 6 yr. Graduation Rate	College N	College- 6 yr. Graduation Rate	University N	University- 6 yr. Graduation Rate
Fall 2011	87	70%	87	70%	3,556	54%
Fall 2012	72	81%	72	81%	3,350	59%
Fall 2013	64	78%	64	78%	3,321	61%
Fall 2014	91	62%	91	62%	3,908	62%
Fall 2015	83	72%	83	72%	4,010	62%
Fall 2016	79	75%	79	75%	4,263	63%
Fall 2017	115	69%	115	69%	4,745	65%
Fall 2018	119	68%	119	68%	4919	64%

**Program Improvement Plans:** Opening of the Hilton College Eric’s Club Center for Student Success to allow students easier access to academic advising and placement.

- Instructor assistance in identifying at risk students in order to provide earlier intervention.
- Increased outreach to students to check on student’s mental well-being and urge students to ask for help when needed.
- Increased activities focused on helping students destress such as “Take a Paws: Celebrating World Mental Health Day” and the “Hilton College Stress Down Week, Hilton College Senior Prom.”

**Prior Program Improvement:**

**Program Outcome 2:** Undergraduate programs will be able to retain Baccalaureate students from the first year to the second year of enrollment.

**Performance Standard:** Top 50 US News & World Report Public Institutions’ FTIC Retention Rate is 87%.

**Assessment Results & Analysis:** In 2023-2024, the FTIC Retention rate for the Global Hospitality Leadership BS –department- was slightly below the rate for UH. This standard was not met.

Cohort	Department N	Department – 1 yr. Retention Rate	College N	College- 1 yr. Retention Rate	University N	University- 1 yr. Retention Rate
Fall 2016	87	86%	87	86%	4,263	85%
Fall 2017	72	92%	72	92%	4,745	85%
Fall 2018	64	89%	64	89%	4,919	85%
Fall 2019	91	78%	91	78%	5,382	86%
Fall 2020	83	90%	83	90%	4,717	85%
Fall 2021	79	80%	79	80%	4,998	85%
Fall 2022	57	86%	57	86%	5102	86%
Fall 2023	67	84%	67	84%	5214	87%

**Program Improvement Plans:** Opening of the Hilton College Eric’s Club Center for Student Success to allow students easier access to academic advising and placement.

- Increase in incoming students.
- Instructor assistance in identifying at risk students in order to provide earlier intervention.
- Increased outreach to students to check on student’s mental well-being and urge students to ask for help when needed.
- Increased activities focused on helping students destress such as “Take a Paws, Celebrating World Mental Health Day” and the “Hilton College Stress Down Week.”

**Prior Program Improvement:**

**Program Outcome 3:** Graduate Degrees Awarded

**Program Outcome Assessment:** This outcome will be measured by the number of degrees awarded each academic year.

**Assessment Results & Analysis:** These data were taken from University of Houston “By the Numbers” (Webpage for all University, College, and Program Metrics) <https://www.uh.edu/by-the-numbers/>

**Analysis/Comments:** Not applicable.

**Program Improvement Plans:**

**Prior Program Improvement:**

**Program Outcome 4:** Licensure / Board Pass Rates

**Program Outcome Assessment:** Please describe what licensure or board exam your students are taking.

**Assessment Results & Analysis:** Not applicable.

**Licensure /Board Pass Rates**

Year	Number of program graduates	Number of students that sat for licensure	% of students that passed
2023-24			
2022-23			
2021-22			

**Program Improvement Plans:**

**Prior Program Improvement:**

**Attachments:**

Appendix 1 HRMA/GHL 4343 – Financial Administration for the Hospitality Industry Instructor Survey and Feedback

Appendix 2 HRMA/GHL 4353 – Supervision & Leadership in the Hospitality Industry Written Paper Criteria and Grade Sheet

Appendix 3 HRMA/GHL 4353 – Supervision & Leadership in the Hospitality Industry Instructor Survey and Feedback

**Appendix No. 1**

HRMA/GHL 4343 – Financial Administration for the Hospitality Industry Instructor Survey and Feedback

1. In Spring 2024 did you teach HRMA 4343 Financial Administration for the Hospitality Industry?

Yes

No

2. Please upload your file with the data on student performance on select exam questions, add a new tab in the Excel file for each section you taught in the semester. Please use the template provided in the email.

Upload file:

3. Please upload your file with the data on student performance on select exam questions, add a new tab in the Excel file for each section you taught in the semester. Please use the template provided in the email.

Upload file

4. How many students were enrolled in all sections of your Spring 2024 Semester Sections of HRMA 4343 Financial Administration for the Hospitality Industry?

5. How many Spring 2024 students received a score of 70% or better on the quantitative questions?

6. How many Spring 2024 students received a score of 70% or better on the critical thinking questions?

7. Review your results from this past Spring semester and provide insight on the following questions.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the percentage of 70% of students achieving the standard should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the grade of 70% set in the standards should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the reasons for the standard consistently being exceeded is the use of case studies and practical applications of the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not currently using case studies in my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What is taking place in your course that will allow an environment where more than 70% of the students achieve a 70% or more on critical thinking questions?
  
9. What is taking place in your course that will allow an environment where more than 70% of the students achieve a 70% or more on quantitative questions?
  
10. Please provide one or two bullet points as to any improvements you think could be incorporated in the Spring 2024 semester.
  
11. If you have any other comments provide them here.

**Appendix No. 2**

HRMA/GHL 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?

**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)**

**Appendix No. 3**

HRMA/GHL 4353 – Supervision & Leadership in the Hospitality Industry Instructor Survey and Feedback

1. In Fall 2023 did you teach HRMA 4353 Supervision & Leadership in the Hospitality Industry?

Yes

No

2. How many students were enrolled in all sections of your Fall 2023 Semester Sections of HRMA 4353 Supervision & Leadership in the Hospitality Industry?

3. How many Fall 2023 students received a score of 75% or better on their final paper?

4. In the Fall 2022 - Spring 2023 Reporting period, 192 students were enrolled in HRMA 4353 of which 86% achieved a grade of 75% or better on their final paper. The standard set by the faculty teaching this course is that 70% of the students would score 75% or better on their papers, so the standard was exceeded. Based on this accomplishment and the Fall 2023 results please respond to the following questions:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the percentage of 70% of students achieving the standard should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standards should be kept for one more year and if it continues to be exceeded by such a large margin then the grade of 75% set in the standards should be raised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the reasons for the standard consistently being exceeded is the use of the UH Writing Center as integral part of the course resources and/or requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not using the UH Writing Center in my course as a resource or requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results are being exceeded because the number of papers being submitted in the course has increased. Provided students with more opportunities to improve effectiveness in their writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What is taking place in your course that will allow an environment where more than 70% of the students to achieve a 75% or more on their final paper?
6. Please provide one or two bullet points as to any improvements you think could be incorporated in the Spring 2025 semester.