

DEPARTMENT & PROGRAM: Hotel and Restaurant Management – BS—San Antonio Campus

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 quantitative questions correctly.

Assessment Results & Analysis: In the Spring of 2017, 62% of the students who were enrolled in the course (N = 3) answered 70% of the quantitative questions presented from the approved test bank correctly.

The standard of 70% was not met as 62% of students responded to 70% of the questions correctly, an indication that the students have not achieved quantitative skill competencies, although the class of three (3) students does affect the score. Students should be 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 measurement there were five questions that did not meet the standard; where less than 70% of the students answered correct. The instructor should now take the results of the questions that fell before 70% into consideration and review how these segments of the

course are presented and also determine how to challenge the students in the areas where competency was demonstrated.

Historically,

Year	N =	% students earning at least 70% on quantitative skills
16-17	3	62
15-16	16	89

Program Improvement Plans: During the fall 2017 and spring 2018 semester the faculty will meet to determine if there is a better way to measure comprehension in a more efficient manner. One suggestion would be a project that would encompass both quantitative and critical thinking skills and could be measured and feedback provided in a timelier basis.

Prior Program Improvement(s): The standard was not met, for the 2016 – 2017 year at this particular campus. Each instructor should review the results for each question from the approved question bank and review all the questions where the response fell below the standard of 70%. In order to help improve the student understanding and application of the key competencies, the format in which the material falling below the standard is presented should be evaluated and a different approach implemented. Various presentation formats will be evaluated to include more case studies or industry examples of how the quantitative skills are applied. Engaging the students in actual use of these skills in industry simulations will allow them to retain and further develop the key competencies and achieve the established goal.

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 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 critical thinking questions correctly.

Assessment Results & Analysis: In the Spring of 2017, 67% of the students who were enrolled in the course (N = 3) answered 70% of the critical thinking questions presented from the approved test bank correctly. The standard was not met.

Each instructor needs to further review critical thinking competencies, students should be 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 measurement there were six (6) questions that fell below the standard of 70%.

Historically,

Year	N =	% students earning at least 70% on critical thinking skills
16-17	3	67
15-16	16	90

Program Improvement Plans: During the fall 2017 and spring 2018 semester the faculty will meet to determine if there is a better way to measure comprehension in a more efficient manner. One suggestion would be a project that would encompass both quantitative and critical thinking skills and could be measured and feedback provided in a timelier basis.

Prior Program Improvement(s): The standard was not met for the 2016 – 2017 year; a better method for collecting the data needs to be established to provide better feedback to the instructors. The question bank is representative of the concepts but the measurement reporting can be improved to provide more timely feedback to address in areas where the standard is not being met by section. To improve the student understanding and application of the key competencies, the format in which the material is presented will be evaluated and a different approach implemented. Various presentation formats will be evaluated to include more case studies or industry examples of how the critical thinking skills are applied. Engaging the students in actual use of these skills in industry simulations will allow them to retain and further develop the key competencies and achieve the established goal.

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. 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 final paper will be rated on the same criterion as the other papers submitted. 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 Spring 2017, 92.3% of the students enrolled in the course (N = 13) scored above 70% on the presentation.

Meeting or exceeding the standard will provide a good indication that the students have become proficient in effective written communication skills. In this instance due to the measurement used this was an indication of the effective written and verbal skills of the students. 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 material is being presented to the student in order to elicit better retention and application by the student.

Historically,

Year	N =	% students earning at least 70% on communication skills
16-17	13	92.3
15-16	16	100

Program Improvement Plans: Based on the results going from meeting the standard at varying rates from year to year, in the fall of 2017 and spring of 2018 the instructors that are now teaching the course have been asked to review how the outcomes are being measured and determine if there is either a better rubric or a better vehicle that will be used in all sections consistently to measure the student outcomes.

Prior Program Improvement(s): Since the standard was met for the standard that was measured, the instructor will be asked to review the course to find methodology for presenting the material that continues to challenge and increase the competency for the students and establish new standards. The scores feel from the 15-16 school year results, as one student did not submit the final papers.

PROGRAM OUTCOMES

Program Outcome 1: Graduates of the C.N. Hilton College of Hotel and Restaurant Management—San Antonio Campus 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: For Spring 2017, 100% of our graduates (N = 6) found employment or entered a graduate program. The standard is exceeded.

Placement Rate (Spring 2017)	Undergraduate	%
Employed/Graduate School	6	100%
Still Searching	0	0%
TOTAL	6	100%

An average of 100% of the students graduating accepted an offer for the 2016 – 2017 year.

The standard was met for the 2016- 2017 year. The degree plan obtained at the C.N. Hilton College of Hotel and Restaurant Management—San Antonio Campus has provided employment opportunities to the students in the program.

Historically,

Year	N =	% students employed or accepted to grad school
16-17	6	100
15-16	2	100

Program Improvement Plans: While the standard has been consistently met and improvement has been achieved year over year, the Career Development and Placement Office continues to find even more opportunities for students. Surveys have been used this past year to identify ways to further

meet the need of companies recruiting on campus. In addition, more programs have been instituted to improve the student's interview, communication and resume skills. Mini career fairs have been held for the past few years to also get students jobs before they graduate and many turn into full time professional opportunities upon graduation. More internship opportunities have also been found which also assists in finding full time positions upon graduation.

Prior Program Improvement(s): Continue efforts by the Career Development and Placement Office of establishing relationships with more international organizations that will employ students from the San Antonio Campus and encouraging them to interview students on campus or provide internships that develop into full time employment upon graduation.

1. Continue to determine if additional support can be provided to the students in their career search.
2. Continue to work with college alumni in to solicit opportunities that may be available for students.
3. Continue to develop career fairs or other events that provide interaction with local industry leaders.
4. Develop more workshops for the students to work on resume writing and interview skills via online sessions or in person.
5. Include San Antonio campus students with career fairs and other functions available at the main campus in Houston.

Program Outcome 2: Graduates of the C.N. Hilton College of Hotel and Restaurant Management—San Antonio Campus 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. Currently there is no survey for just the San Antonio campus but one is in development and should be available for the Spring 2017 semester. Students in the San Antonio campus complete the same survey as Main Campus students are not individually identified. Results of the exit surveys are sent to the entire faculty.

Performance Standard: The standard is that each item being rated (100%) achieves a mean of at least 3.5 out of a maximum of 4.

Assessment Results & Analysis: For the 2016 – 2017 year, 60% of the rated items had a mean greater than 3.5. The standard was not met.

Fall 2016

N= 1

#	Question	Poor	Acceptable	Good	Excellent	Total
1	Ability to meet with an advisor	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
2	Quality of academic advising	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
3	Support in reaching your educational goals	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1
4	Prompt return of e-mails/phone messages	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
5	Quality of customer service	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Ability to meet with an advisor	2.00	2.00	2.00	0.00	0.00	1	100.00%	100.00%
Quality of academic advising	2.00	2.00	2.00	0.00	0.00	1	100.00%	100.00%
Support in reaching your educational goals	4.00	4.00	4.00	0.00	0.00	1	0.00%	100.00%
Prompt return of e-mails/phone messages	3.00	3.00	3.00	0.00	0.00	1	100.00%	100.00%
Quality of customer service	4.00	4.00	4.00	0.00	0.00	1	0.00%	100.00%
2	Ability to meet with an advisor	4.00	4.00	4.00	0.00%	0	50.00%	16.67%
2	Quality of academic advising	0.00%	0	50.00%	1	16.67%	1	16.67%
3	Support in reaching your educational goals	0.00%	0	0.00%	0	33.33%	2	16.67%
4	Prompt return of e-mails/phone messages	0.00%	0	0.00%	0	16.67%	1	25.00%
5	Quality of customer service	0.00%	0	0.00%	0	16.67%	1	25.00%
	Total	Total	0	Total	2	Total	6	Total
								12

Spring 2017

N = 4

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
Ability to meet with an advisor	2.00	4.00	3.25	0.83	0.69	4	50.00%	100.00%
Quality of academic advising	2.00	4.00	3.25	0.83	0.69	4	50.00%	100.00%
Support in reaching your educational goals	3.00	4.00	3.50	0.50	0.25	4	50.00%	100.00%
Prompt return of e-mails/phone messages	3.00	4.00	3.75	0.43	0.19	4	25.00%	100.00%
Quality of customer service	3.00	4.00	3.75	0.43	0.19	4	25.00%	100.00%

If the standards were not 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 were not met then the results would identify which areas are deficient so that focus can be placed on improvement.

Historically,

Year	N =	Mean rating for advising items				
		Q1	Q2	Q3	Q4	Q5
16-17	5	3.00	3.00	3.60	3.60	3.80
15-16*	141**	3.68	3.61	3.67	3.71	3.70

*No separate survey for San Antonio was completed that year; they were incorporated into the Houston Campus figures.

** 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.

Prior Program Improvement(s): The standard was not 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. A separate survey to highlight the services provided on the San Antonio campus needs was developed for the 2016-17 year. Some students in the San Antonio program do attend the main campus for their final two years; this is a consideration when measuring the results for just the San Antonio campus, as the students that are part of that program are not necessarily at the San Antonio location.

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.
- Develop a measurement that identifies items specific to the San Antonio campus.

Attachments-

HRMA 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?

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)