Annual Assessment Report 2020-2021

BS Hospitality Management

Hospitality Management

Collins College of Hospitality Management

CONTACT
Name of Program Assessment Lead Sungsik Yoon
Name of Person Completing Report Sungsik Yoon

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
- o   Our disciplinary accrediting agency has <u>required</u> learning outcomes, so we use them.
- o   We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.
- Department Website - provide URL: https://www.cpp.edu/collins/about/learningoutcomes.shtml
- Course Syllabi
- Brochures or other printed material

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

* 5

How many SLOs did your program assess this past year in 2020-2021?

* My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

* SLO #1: Information Literacy: Locate, assess, and use a wide variety of sources, methods, and tools available in a hospitality environment to communicate quantitative, qualitative and/or scientific information in the decision-making process
* SLO #2: Leadership: Model the behaviors of effective, ethical leaders by demonstrating the fundamental principles of leadership in a hospitality business environment

Student Learning Outcome (SLO): **SLO 1: Information Literacy: Locate, assess, and use a wide variety of sources, methods, and tools available in a hospitality environment to communicate quantitative, qualitative and/or scientific information in the decision-making process**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper as part of regular coursework	• Used rubric or scoring guide

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
144	Artifact's average score was compared with each level (e.g., Introduce level (mean score of 1- 2); Reinforce level (mean score of 2-3); Emphasize level (mean score of 3-4) of the course (e.g., 1000-level; 2000-level, etc.)	Yes	No outliers of the mean score

Student Learning Outcome (SLO): **Leadership: Model the behaviors of effective, ethical leaders by demonstrating the fundamental principles of leadership in a hospitality business environment**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper as part of regular coursework • Capstone product (e.g., project, senior thesis etc)	• Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
158	Artifact's average score was compared with each level (e.g., Introduce level (mean score of 1- 2); Reinforce level (mean score of 2-3); Emphasize level (mean score of 3-4) of the course (e.g., 1000-level; 2000-level, etc.)	Yes	No outliers of the mean score

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.
- Results indicated no action needed because students met expectations

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.
- A committee of program/department faculty
- Program/department assessment committee
- College assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.
The college assessment committee asked instructors to submit their artifacts electronically in 2020-2021. Before asking, the assessment committee provided instructors heads-up and reminded them that the committee will collect artifacts both semesters in 2020-2021 electronically. I believe that it helped the assessment committee close the loop successfully.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)
To eliminate any bias and equity gaps, the Collins College Assessment Committee randomly selects every fifth data of the artifacts to grade and assess. For example, if there are 100 artifacts collected, 20 samples (every fifth) are chosen to be assessed. I believe that it helps the campus' diversity, equity, and inclusion (DEI) efforts.

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan Yes

Curriculum Matrix Yes