Annual Assessment Report 2022-2023

BS Hospitality Management

Hospitality Management

Collins College of Hospitality Management

CONTACT
Name of Program Assessment Lead Li Ge
Name of Person Completing Report Li Ge

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.

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

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023.** 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 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: ACPHA PLO 1: Identify and apply the knowledge and skills necessary for hospitality and tourism operations.

Student Learning Outcome (SLO): ACPHA PLO 1: Identify and apply the knowledge and skills necessary for hospitality and tourism operations.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework • Capston product (e.g., project, senior thesis, etc.)	• Used rubric or scoring guide • Scored exams/tests/quizzes

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
88	Average scores	Generally speaking, yes, although there are areas in the assessment methods that could be improved.	We just updated our program learning outcomes (PLOs) according ACPHA accreditation requirements. We are still in the process of working with the instructors to update their assessment methods to better assess the updated PLOs.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- A committee of program/department faculty
- 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 2022-2023 so that others may learn from your experiences.

During the 22-23 Academic Year, a key challenge emerged as we updated our Program Learning Outcomes to comply with ACPHA accreditation recommendations. This initiative triggered the need for a comprehensive overhaul of our assessment plans, rubrics, and methods. Both the College Assessment Committee and the faculty involved have embraced this as a learning opportunity. Despite the ongoing effort required to complete these updates, our commitment to continuously enhancing our assessment procedures remains unwavering. Our focus remains on collaborating closely with faculty members to improve the effectiveness of their assessment methods. This concerted effort reflects our dedication to maintaining a robust assessment process and ensuring the quality of our educational offerings.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, course evaluations, etc.

We employ a systematic assessment process, evaluating consistent learning outcomes twice per academic year, during the fall and spring semesters. Additionally, while the Assessment Committee does not directly access individual instructors' course evaluations, the college diligently analyzes a range of key student success indicators, including but not limited to DWU rates and GI 2025 markers, to inform our evaluation process as a college.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found <u>here</u>. 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

If you would like us to review other assessment documents such as your evidence (e.g., assignment, survey, interview questions etc.) or scoring rubric, please upload/provide them. (Select all that apply)
- Rubric