

AAS - Hospitality Management annual Assessment Report

Number: 1.0

Title: AAS - Hospitality Management annual Assessment Report

Start: 7/1/2016

End: 6/30/2017

Progress: Ongoing

Program: Hospitality Management Associates

Responsible Roles:

Faculty

Program SLO:

1. Financial & Quantitative Operations - Students will be able to apply and analyze of financial and quantitative operations
2. Professional Standards - Students will be able to exemplify Professional Standards
3. Technical Proficiency - Students will be able to demonstrate technical proficiency relative to the program area.
4. Effective Communication - Students will be able to employ effective communication and critical thinking skills.
5. Perform managerial functions - Students will be able to perform managerial functions to maximize efficiency.
6. Comprehensive Industry Knowledge - Students will be able to demonstrate comprehensive industry knowledge.

Ties to Strategic Student Opportunity

Plan: SUNY Delhi fosters a campus community of engaged learning in which students share a common identity as a member of SUNY Delhi, attain and apply theoretical and technical knowledge, and receive support in their intellectual, social, civic, and personal development.

The hospitality department programs includes AAS degrees in Culinary Arts, Hotel & Resort Management, Restaurant & Food Service and Event Management. We foster engaged learning in all of our programs. Classes contain some application of applied learning as they attain theoretical and/or technical knowledge and apply that knowledge in lab settings or in outside projects, homework assignments, simulation problems, or independent study projects. Student clubs in the department include CMAA, IFSEA, HMS, ATE/MPI, Escoffier and Patisserie Clubs. Included in their mission is community service. For example they provide food for the Humane Society's Dog Walk, the EDD dinner, ice carvings for on and off campus functions, etc.

Faculty and Staff Excellence

SUNY Delhi is a "workplace of choice" with a collaborative environment that empowers all faculty and staff through inclusiveness in decision-making processes and commitment to professional development. SUNY Delhi promotes the recruitment and retention of a diverse campus community committed to excellence in education.

The faculty in the hospitality department bring a wealth of knowledge and real world industry experience to the programs. They are able to reference actual life experiences in their classrooms. The nature of the curriculum taught requires continual professional development to stay current in their fields. For example, 9 faculty received their CHE certifications this past June. Department faculty are very involved in committee work on the campus and hold leadership roles on several committees.

Community Connections

SUNY Delhi is a cohesive community of caring individuals who have the utmost respect for each other's diverse contributions. As a campus, we connect locally, nationally, and globally with our alumni, colleagues throughout higher education, industry partners, and community stakeholders.

Faculty come from industry and have retained those ties. This has opened up opportunities for our students with independent study projects and internships. As a group the department is very cohesive and rely on each other. Everyone is very willing to step up to the plate when things need to be done

Resource Development

SUNY Delhi nurtures a culture of philanthropy, leverages external partnerships, and manages physical resources to support the college's strategic priorities.

Assessment Results:

1.1 BKNG 120 - Students must calculate the weight-volume conversion, extended cost, total cost, cost per portion and selling price based on a given food cost percentage. 87% of students met or exceeded the standard.

1.2 HOSP 130 - Student groups determine the cost on 3 recipes for a banquet after finding the costing and weight/volume information on all of the ingredients. 100% met or exceeded the standard.

1.3 HOSP 130 - Students demonstrate their ability to calculate the cost of each ingredient by converting measurements, calculating edible portion cost and calculating total cost. Additionally, students determine the total cost of the recipe and the appropriate preliminary selling price based on the given food cost percent. 100% of the students met or exceeded the standard.

1.4 CULN 120 - 32% of students met or exceeded the standard of completing a worksheet at midterm and worksheet at final that asks for them to: determine the flour percent when an amount is given, determine ingredient amount when a percentage is given, determine ingredient percent when an amount is given, change yield using the bakers formula, convert ounces to pounds and ounces, and convert fractional pounds to pounds and ounces.

1.5 HOSP 130 - Develop a conceptual business outline for a food service operation. Students fill out a Business Plan form for their conceptual food service operation. 76% met or exceeded the standard.

1.6 HOSP 130 - 14% of students exceeded the standard for the Menu Planning Project overall grade on 3 parts of the Menu Portfolio Project.

1.7 HOSP 130 - Part 2 of Menu Portfolio Project is to design a menu with a well-defined concept, appropriate items and effective descriptions. Student menus are scored in 5 categories for a score out of 25 points. 66% of students met or exceeded the standard.

1.8 HOSP 130 - Students determined the cost of 3 recipes from a banquet for 100 points. They were required to find the conversion, yield and cost information from The Book of Yields. After checking the information with their instructor they determined the cost of each separately and check it with their group members. 63% of students met or exceeded the standard.

1.9 HOSP 130 - Students are asked to cost out a 10 - 13 ingredient food cost form for 200 points. There are also 2 additional questions - one on calculating yield percent and the other on the importance of standardized recipes. 64% of students met or exceeded the standard.

1.10 HOSP 130 - Students take a quiz with questions that pertain to aspects of menu development such as: product descriptions, menu styles and categories and, menu layout. 36% of students who took the exam met or exceeded the standard.

1.11 HOSP 130 - 49% of students who took the quiz on truth in menu violations met or exceeded the standard.

1.13 HOSP 130 - 47% of students who completed the Menu Portfolio Project that challenges students to create a business plan for a restaurant, the menu and create 3 standardized recipes and 1 food cost form for menu items met or exceeded the standard.

1.14 HOSP 130 - A 5 question quiz is given assessing student understanding of Truth in Menu obligations. 56% met or exceeded the standard.

1.15 HOSP 130 - Students fill out a Business Plan form for their conceptual food service operation. 76% met or exceeded the standard.

2.1 CULN 180 - 100% met or exceeded the standard for adhering to classroom policies and demonstrating/exhibiting professional behavior.

2.2 BKNG 120 - Students must maintain a professional demeanor, timely attendance and departmental uniform standards. 87% of students met or exceeded the standard.

2.3 BKNG 125 - Students must maintain a professional demeanor, timely attendance and departmental uniform standards. 75% of students met or exceeded the standard.

2.4 HOSP 100 - Demonstrate the importance of professional attire and etiquette by adhering to departmental expectations and industry standards. Students must understand the difference between business casual and business professional attire. 59% of students met or exceeded the standard.

2.5 HOSP 100 - Student's begin each week with 50 professionalism points. If missing any component of the dress requirement, they lose 10 points and will be sent away to remedy the situation. If unable to adhere to any professional attire guidelines they will lose 20 points. Arriving more than 20 minutes late they will be marked absent and lose 30 points. A tally of total points earned will then be divided by total points available to receive a percentage grade out of 100. 66% of students met or exceeded the standard.

2.6 HOSP 135 - 84% of students who took the pre and post-test on microbial contaminants like bacteria, viruses, fungi & parasites met or exceeded the standard.

2.7 HOSP 135 - 90% of students who took the pre and post-test to identify three types of food contamination met or exceeded the standard.

2.8 HOSP 110 - 88% of students who took the Quiz 2 on Sanitation met or exceeded the standard.

2.9 HOSP 130 - 86% of students who adhere to classroom policies and demonstrate/exhibit professional behavior by daily attendance met or exceeded the standard.

3.1 CULN 180 - 80% of the students who were assessed on timely dining room set-up, Mise en place of service stations and overall preparedness of front of the house met or exceeded the standard.

3.2 CULN 180 - 100% of students who demonstrated dining room service including MICROS usage which is our Point of Sale software system met or exceeded the standard.

3.3 BKNG 125 - 37% of students who completed the weekly reflection assignments of short response questions designed to let the student identify and discuss standards of bakeshop products used in the making of the recipes met or exceeded the standard.

3.4 BKNG 125 - 63% of students met the standard for quality bakeshop standards (taste, texture), directions followed, able to control oven temperatures etc.

3.5 BKNG 125 - 100% of students who prepared the nutritional analysis of each product and displayed the items on the label and were appropriate for the serving size given: Serving Size, Calories, Total Fat, cholesterol and sodium, total carbohydrates, Dietary Fiber, Sugar and Vitamins & Minerals met or exceeded the standard.

3.6 CULN 115 - 35% of students whose basic knife skills for vegetables were assessed by the proficiency associated with industry standards met or exceeded the standard.

3.7 CULN 115 - 89% of students whose chicken fabrication met the rubric for proper fabrication technique, proper utilization of protein, (Oysters, no meat on carcass) and confidence in knife cuts (separation of thigh/leg, breast/tender) met or exceeded the standard.

3.8 CULN 115 - 96% of students were assessed in their final cooking practical for sanitation and safety meeting the criteria for: always keeps station clean & organized, washes hands, no cross contamination, maintains a safe working

environment (Knife, Hot pans, Proper refrigeration), and sanitizes station before and after use met or exceeded the standard.

3.9 CULN 115 - 86% of students who took the final practical relating to proper cooking techniques

(pre-heated pan, fond, roasting, sautéing, etc.), depth of flavor and seasoning and proper doneness of products met or exceeded the standard.

3.10 CULN 250 - 91% of students who developed a buffet plan using what we have spoken about in class as well as related homework met or exceeded the standard. Students must identify the type of event, location, food cost and food. A large emphasis is placed on how to properly choose and prepare the food depending on the type of event.

3.11 CULN 115 - 0% of students who produced 5 required classical knife cuts with 12 points for accuracy of cut, 4 points for accuracy of weight and the remaining 20 points from a mise en place score met or exceeded the standard.

3.12 CULN 115 - 57% of students whose chicken fabrication met the rubric for proper fabrication technique, proper utilization of protein, (Oysters, no meat on carcass) and confidence in knife cuts (separation of thigh/leg, breast/tender) met or exceeded the standard.

3.13 CULN 115 - 43% of students who took the final practical relating to proper cooking techniques (preheated pan, fond, roasting, sautéing, etc.), depth of flavor and seasoning and proper doneness of products met the standard.

3.14 CULN 115 - 71% of students who were assessed in their final cooking practical for sanitation and safety meeting the criteria for: always keeps station clean & organized, washes hands, no cross contamination, maintains a safe working environment and sanitizes station before and after use and has proper pre-preparation of ingredients that help contribute to final product met or exceeded the standard.

3.15 CULN 125 - 90% of students who produced properly made bakeshop goods using proper technique met or exceeded the standard.

3.16 CULN 180 - 95% of the students who were assessed on demonstrating the proper set-up, service, and break down of a fine-dining establishment met or exceeded the standard.

3.17 CULN 125 - 77% of students assessed using the 12 individual rubrics as applied to the industry standard met or exceeded the standard.

3.18 CULN 125 - Each week, students were graded on the quality of their finished baked goods according to a standard rubric. 100% of the students assessed met the standard.

3.19 HOSP 130 - Exam 4 assesses student understanding of menu layout and design. 80% met or exceeded the standard.

4.0 Not assessed

5.1 CULN 180 - Rubric assesses students on dining room set-up, timing, knowledge, skills, adaptability, diningroom service all with a management perspective. 80% of students assessed met or exceeded the standard.

5.2 CULN 180 - 80% of students assessed according to the following rubric met or exceeded the standard. Student adheres to uniform guidelines, demonstrates successful delegation of tasks, is successful in creating table layout for the reservations, assigns tasks evenly among peers, presents to staff (pre-meal & specials) in a clear manner, demonstrates entry-level management skills, the ability to control situations as they arise, customer service, sense of urgency and also holds others to the same, and is able to identify and solve problems independently.

5.3 CULN 180 31% of students assessed with a two-part assignment where the students self-reflect on their Professionalism/Communication and answer questions related to their leadership style met or exceeded the standard.

6.1 BKNG 120 - 86% of students who took the test on ten ingredients, identifying if they help with structure, tenderness or moisture in recipes met or exceeded the standard.

6.2 BKNG 120 - 100% of students exceeded the standard for identifying specialty ingredients designed for dietary restrictions.

6.3 CULN 100 - 82% of students completing the overview of the entire assessment piece of 12 questions to show comprehensive knowledge met or exceeded the standard on the post test.

6.4 CULN 100 - 100% of students who could describe the classical vegetable cuts in terms of dimensions and usage met or exceeded the standard.

6.5 CULN 100 - 82% of students who could identify and describe primal and retail cuts of various meats and their treatment on the post test, met or exceeded the standard.

6.6 CULN 100 - 100% of students who could identify common ingredients used in the culinary profession and their subsequent uses on the post test, met or exceeded the standard.

6.7 CULN 100 - 90% of students who could identify the quality standards and production of properly made stocks and sauces on the post test, met or exceeded the standard.

6.8 CULN 100 - 72% of students who could describe and identify the practices of proper safety and sanitation principles on the post test, met or exceeded the standard.

6.9 CULN 100 - 81% of students who could describe and identify cooking methods and used culinary terminology on the post test, met or exceeded the standard.

6.11 CULN 100 - 92% of students who could answer the following questions on the post-test met or exceeded the standard.

1. Describe the classical vegetable cuts in terms of dimensions and usage.
2. Identify and describe primal and retail cuts of various meats and their treatment.
3. Identify common ingredients used in the culinary profession and their subsequent uses.
4. Identify the quality standards and production of properly made stocks and sauces.
5. Describe and identify the practices of proper safety and sanitation principles in a commercial kitchen.
6. Describe and identify the dry heat and moist heat cooking methods as applied to different food products such as proteins, vegetables and starches

6.12 CULN 100 - 100% of students who could describe the classical vegetable cuts in terms of dimensions and usage met or exceeded the standard.

6.13 CULN 100 - 100% of students who could describe the classical vegetable cuts in terms of dimensions and usage met the standard.

6.14 CULN 100 - 100% of students who could identify and describe primal and retail cuts of various meats and their treatment on the post test, met the standard.

6.15 CULN 100 - 100% of students who could identify common ingredients used in the culinary profession and their subsequent uses on the post test, met or exceeded the standard.

6.16 CULN 100 - 100% of students who could identify the quality standards and production of properly made stocks and sauces on the post test, met or exceeded the standard.

6.17 CULN 100 - 0% of students who could describe and identify the practices of proper safety and sanitation principles on the post test, met or exceeded the standard.

6.18 CULN 100 - 66% of students who could describe and identify cooking methods and used culinary terminology on the post test, met or exceeded the standard.

6.19 CULN 250 - 90% of students who developed a contemporary tasting menu of 10 or more courses including methods of service, modern and classical techniques of production and plating, proper service ware and correct order of food service met or exceeded the standard.

6.20 HOSP 210 - 74% of students could identify industry best practices and techniques for human resources development including orientation, socialization, training and development, and employee performance appraisal based on the standard developed by American Hotel Lodging Association met or exceeded the standard.

- Response:**
- 1.1 BKNG 120 - Assessment shows that most of the students could calculate the weight-volume conversion, extended cost, total cost, cost per portion and selling price based on a given food cost percentage.
 - 1.2 HOSP 130 - Student groups were all able to determine the cost on 3 recipes for a banquet after finding the costing and weight/volume information on all of the ingredients.
 - 1.3 HOSP 130 - Students were able to demonstrate their ability to calculate the cost of each ingredient by converting measurements, calculating edible portion cost and calculating total cost. Additionally, students determine the total cost of the recipe and the appropriate preliminary selling price based on the given food cost percent.
 - 1.4 CULN 120 - Students had to complete a worksheet at midterm and final that asks for them to: determine the flour percent when an amount is given, determine ingredient amount when a percentage is given, determine ingredient percent when an amount is given, change yield using the bakers formula, convert ounces to pounds and ounces, and convert fractional pounds to pounds and ounces. Despite extra time and several worksheets, students still struggle with this relatively simple concept.
 - 1.5 HOSP 130 - Assessment shows that most students could fill out a Business Plan form for their conceptual food service operation.
 - 1.6 HOSP 130 - The Menu Planning Project overall grade of the Menu Portfolio Project needs to be modified to more accurately evaluate the outcome.
 - 1.7 HOSP 130 - Most students were able to design a menu with a well-defined concept, appropriate items and effective descriptions but need to provide more in class and out of class time for students to work together, with the instructor and the Peer Supplemental Instructor to develop their menu.
 - 1.8 HOSP 130 - Most students were able to determine the cost of 3 recipes from a banquet but we need to offer more examples of costing and using The Book of Yields during class time. Also, for the project, we will offer more in class time to work on it so that students can have more opportunity for feedback on their work prior to handing in the project.
 - 1.9 HOSP 130 - Most students were able to cost out a 10 - 13 ingredient food cost form.
 - 1.10 HOSP 130 - The majority of students did not met or exceed this standard.
 - 1.11 HOSP 130 - Only half of the students who took the quiz on truth in menu violations met or exceeded the standard. We will offer study sessions for the non-math material in this course. We previously have offered study sessions for the math topics and they have helped students improve their understanding. We will take this model and use it to help students with the menu development topics.
 - 1.13 HOSP 130 - Less than half of the students who completed the Menu Portfolio Project that challenges students to create a business plan for a restaurant met or exceeded the standard. We will be offering more class time and workshops for help with the Menu Portfolio Project.
 - 1.14 HOSP 130 - Slightly more than half of students taking the quiz on Truth in Menu obligations met or exceeded the standard. Develop a class activity to help students better understand the 11 Truth in Menu categories and what represents a violation.
 - 1.15 HOSP 130 - Most students who filled out a Business Plan form for their conceptual food service operation met or exceeded the standard. Work with students to help them to further develop their business plans with clear details and data
 - 2.1 CULN 180 - All the students who were assessed on professionalism (attitude, uniform, grooming standards etc.) met the standard.

2.2 BKNG 120 - Most of the students were able to maintain a professional demeanor, timely attendance and departmental uniform standards.

2.3 BKNG 125 - Most of the students were able to maintain a professional demeanor, timely attendance and departmental uniform standards.

2.4 HOSP 100 - While most of the students could demonstrate the importance of professional attire and etiquette by adhering to departmental expectations and industry standards, 41% did not. Students must understand the difference between business casual and business professional attire.

2.5 HOSP 100 - While most of the students could demonstrate the importance of professional attire and etiquette by adhering to departmental expectations and industry standards, 34% did not. Students must understand the difference between business casual and business professional attire.

2.6 HOSP 135 - Assessment shows that most students understood about microbial contaminants like bacteria, viruses, fungi & parasites.

2.7 HOSP 135 - Assessment shows that most students could identify three types of food contamination.

2.8 HOSP 110 - The majority of students are knowledgeable about Sanitation based on the quiz. .

2.9 HOSP 130 - Most students who adhere to classroom policies on daily attendance.

3.1 CULN 180 - Students who were assessed on timely dining room set-up, Mise en place of service stations and overall preparedness of front of the house met or exceeded the standard.

3.2 CULN 180 - All of the students demonstrated dining room service including MICROS usage which is our Point of Sale software system.

3.3 BKNG 125 - The majority of students who completed the weekly reflection assignments of short response questions designed to let the student identify and discuss standards of bakeshop products used in the making of the recipes did not met the standard.

3.4 BNKG 125 - The majority of students were able to meet the standard for quality bakeshop standards (taste, texture), directions followed, and ability to control oven temperatures etc. We need to develop online assessment tools that allow students immediate feedback from the day's work.

3.5 BKNG 125 - All the students were able to prepare the nutritional analysis of each product and displayed the items on the label and were appropriate for the serving size given: Serving Size, Calories, Total Fat, cholesterol and sodium, total carbohydrates, Dietary Fiber, Sugar and Vitamins & Minerals.

3.6 CULN 115 - Students did not do well with their basic knife skills for vegetables that were assessed by the proficiency associated with industry standards. We are going to investigate a better assessment tool to measure where the student is at the beginning and how to best measure where their skill level is at the end.

3.7 CULN 115 -The majority of students' chicken fabrication met the rubric for proper fabrication technique, proper utilization of protein, (Oysters, no meat on carcass) and confidence in knife cuts (separation of thigh/leg, breast/tender).

3.8 CULN 115 - Assessment shows that most students appreciate and understand the importance of proper sanitation.

3.9 CULN 115 - Most students were able to demonstrate proper cooking techniques (preheated pan, fond, roasting, sautéing, etc.), depth of flavor and seasoning and proper doneness of products.

3.10 CULN 250 - The majority of students were able to develop a buffet plan identifying the type of event, location, food cost and food.

3.11 CULN 115 - Students were not able to produce the 5 required classical knife cuts with 12 points for accuracy of cut, 4 points for accuracy of weight and the remaining 20 points from a mise en place score. Need to focus more on fundamental skill development over weekly cooking assignments. In the current configuration students do not get ample time to refine their basic knife skills.

3.12 CULN 115 - More of an emphasis on fabrication and skill refinement needs to be done throughout the semester since only a slight majority of students chicken fabrication met the rubric for proper fabrication technique, proper utilization of

protein, (Oysters, no meat on carcass) and confidence in knife cuts (separation of thigh/leg, breast/tender).

3.13 CULN 115 - Proper cooking techniques (preheated pan, fond, roasting, sautéing, etc.), depth of flavor and seasoning and proper doneness of products need to be focused on throughout the semester. Students may understand the basic idea but being able to properly execute needs more practice and refinement.

3.14 CULN 115 - Assessment shows that most students appreciate and understand the importance of proper sanitation

3.15 CULN 125 - Students produced properly made bakeshop goods using proper techniques and is at an acceptable level.

3.16 CULN 180 - Almost all the students who were assessed on demonstrating the proper set-up, service, and break down of a fine-dining establishment met the standard.

3.17 CULN 125 - Most students were able to meet the industry standard. One concern in the baking lab is that students, while performing adequately on the quality standards rubrics, are not doing so efficiently or quickly.

3.18 CULN 125 - Each week, students were graded on the quality of their finished baked goods according to a standard rubric. All the students assessed met the standard.

3.19 HOSP 130 - Assessment shows that the majority of students have an understanding of menu layout and design.

5.1 CULN 180 - Students assessed demonstrated their knowledge in dining room set-up, timing, knowledge, skills, adaptability, and dining room service all with a management perspective.

5.2 CULN 180 - Students adhered to uniform guidelines, demonstrated successful delegation of tasks, were successful in creating table layout for the reservations, assigned tasks evenly among peers, presented to staff (pre-meal & specials) in a clear manner, demonstrated entry-level management skills and the ability to control situations as they arose, customer service, sense of urgency and also hold others to the same, and is able to identify and solve problems independently.

5.3 CULN 180 Students completed a two-part assignment where they self-reflect on their Professionalism/Communication and answer questions related to their leadership style met or exceeded the standard. Less than half the students met the standard.

6.1 BKNG 120 - Students could identify ingredients as to if they help with structure, tenderness or moisture in recipes. As a benchmark students continue to do much better on the assessment measure from pre to post test.

6.2 BKNG 120 - All students were able to identify specialty ingredients designed for dietary restrictions.

6.3 CULN 100 - The majority of students were able to demonstrate comprehensive knowledge on the post test.

6.4 CULN 100 - All students could describe the classical vegetable cuts in terms of dimensions and usage.

6.5 CULN 100 - Most of the students could identify and describe primal and retail cuts of various meats and their treatment on the post test.

6.6 CULN 100 - All the students could identify the common ingredients used in the culinary profession and their subsequent uses on the post test.

6.7 CULN 100 - Most of the students could identify the quality standards and production of properly made stocks and sauces on the post test.

6.8 CULN 100 - The majority of students who describe and identify the practices of proper safety and sanitation principles on the post test.

6.9 CULN 100 - The majority of students could describe and identify cooking methods and used culinary terminology on the post test.

6.11 CULN 100 - Most of the students could answer the questions on the post test.

6.12 CULN 100 - All the students could describe the classical vegetable cuts in terms of dimensions and usage.

6.13 CULN 100 - All the students who could describe the classical vegetable cuts in terms of dimensions.

6.14 CULN 100 - All the students could identify and describe primal and retail cuts of various meats and their treatment on the post test.

6.15 CULN 100 - All the students could identify common ingredients used in the culinary profession and their subsequent uses on the post test.

6.16 CULN 100 - All of the students could identify the quality standards and production of properly made stocks and sauces on the post test.

6.17 CULN 100 - None of the students could describe and identify the practices of proper safety and sanitation principles on the post test.

6.19 CULN 250 - Most of the students developed a contemporary tasting menu of 10 or more courses including methods of service, modern and classical techniques of production and plating, proper service ware and correct order of food service.

6.20 HOSP 210 - The majority of students could identify industry best practices and techniques for human resources development including orientation, socialization, training and development, and employee performance appraisal based on the standard developed by American Hotel Lodging Association.

Action Plan: 1.1 BKNG 120 - Include more modules of food cost forms into assignments or in class activities. Market the Peer Supplemental Instructor opportunities for peer tutoring.

1.2 HOSP 130 - Satisfied with this result

1.3 HOSP 130 - All the students met or exceeded the standard but will continue to offer students support outside of class time with study sessions and Peer Supplemental Instructor (PSI) sessions.

1.4 CULN 120 - Despite extra time and several worksheets, students still struggle with this relatively simple concept. I will continue to work on visuals and new ways to present the information, but I feel that it needs to be introduced elsewhere, such as Menu Planning, which is the class where all of our computations are introduced. I can also add a small module to CULN 100, so they aren't feeling like it is just new math being thrown at them in their second semester. It is essentially the same as the Food costing module. Any additional time spent on this subject in the Pro Baking Lecture will only take away from the focus of the course.

1.5 HOSP 130 - Work with students to help them to further develop their business plans with clear details and data.

1.6 HOSP 130 - Modify this assessment measure to more accurately evaluate the outcome.

1.7 HOSP 130 - Provide more in class and out of class time for students to work together, with me and with the Peer Supplemental Instructor to develop their menu.

1.8 HOSP 130 - Offer more examples of costing and using The Book of Yields during class time. Also, for the project, we will offer more in class time to work on it so that students can have more opportunity for feedback on their work prior to handing in the project.

1.9 HOSP 130 - More time spent on this concept.

1.10 HOSP 130 - More time spent on this concept.

1.11 HOSP 130 - We will offer study sessions for the non-math material in this course. We previously have offered study sessions for the math topics and they have helped students improve their understanding. We will take this model and use it to help students with the menu development topics.

1.13 HOSP 130 - We will be offering more class time and workshops for help with the Menu Portfolio Project.

1.14 HOSP 130 - Develop a class activity to help students better understand the 11 Truth in Menu categories and what represents a violation.

1.15 HOSP 130 - Work with students to help them to further develop their business plans with clear details and data

2.1 CULN 180 - Keep reinforcing the uniform requirement. Make the student assistant manager responsible for checking other students dress and professionalism standards.

2.2 BKNG 120 - Have a benchmark system for the student to check progress utilizing Vancko Hall. Use a bonus points system for full uniform and attendance guidelines satisfied.

2.3 BKNG 125 - Have a benchmark system for the student to check progress utilizing Vancko Hall. Use a bonus points system for full uniform and attendance guidelines satisfied.

2.4 HOSP 100 - Engage the student in the process of deciding what constitutes professional dress. Gauge their understanding of it first and then direct them into understanding why a business person wears a jacket to an interview and help them create an understanding of why they need to be well versed in appropriate dress for different situations. This can be done in a more interactive engaging delivery method vs. traditional presentation.

2.5 HOSP 100 - Continue to help the student understand the standard requirement for professional attire at SUNY Delhi and in the industry. Revisit the point spread on the policy statement for professionalism to be sure it values each component necessary to be compliant in their wardrobe and attitude.

2.6 HOSP 135 - Model Lectures to closely follow & monitor objectives.

2.7 HOSP 135 - Satisfied with these results

2.8 HOSP 110 - Satisfied with these results

2.9 HOSP 130 - We will continue to use academic warnings to notify students if they are excessively absent or tardy.

3.1 CULN 180 - Review the rubric to be sure the criteria is broken down into enough sections to fairly judge the student's progress.

3.2 CULN 180 - Be sure that the rubric identifies the MICROS as emerging and available technology to better assess the learning outcome.

3.3 BKNG 125 - Create an assignment that better reflects the SLO in terms of quality standards of baked goods and not have it be just a short response that is not answered completely.

3.4 BNKG 125 - Continue to develop online assessment tools that allow students immediate feedback from the day's work while allowing the information to be warehoused in a usable format for grading and assessment. Use of a tablet in the classroom has already been adapted. Applications for rubric development for immediate feedback to students and warehousing grades for instructors and tabulating assessment measures.

3.5 BKNG 125 - Satisfied with these results

3.6 CULN 115 - Investigate a better assessment tool to measure where the student is at the beginning and how to best measure where their skill level is at the end. Have all faculty adopt the revised rubric and assessment efforts to better gauge student achievement.

3.7 CULN 115 - Develop a tool that holds the students accountable for achieving industry standards of fabrication of proteins. Allow for more opportunity and time on task skills in the laboratory.

3.8 CULN 115 - Continue to develop the student's appreciation and understanding of the importance of proper sanitation. Relate back to HOSP 135. Develop an assessment tool that tracks their sanitation performance throughout the semester.

3.9 CULN 115 - Revisit final practical rubric as a full faculty. Verify the validity of the tool by ensuring the weight of each skill is equally distributed.

3.10 CULN 250 - A large emphasis is placed on how to properly choose and prepare the food depending on the type of event.

3.11 CULN 115 - Revamp the layout of CULN I lab. Focus more on fundamental skill development over weekly cooking assignments. In the current configuration students do not get ample time to refine their basic knife skills. Offer a remedial skills lab during the semester to help students practice those skills.

3.12 CULN 115 - Putting more of an emphasis on fabrication and skill refinement throughout the semester.

3.13 CULN 115 - Students may understand the basic idea but being able to properly execute needs more practice and refinement.

3.14 CULN 115 - Students may understand the basic idea but being able to properly execute needs more practice and refinement.

3.15 CULN 125 - Lab work is as expected and at an acceptable level.

3.16 CULN 180 - Satisfied with the results.

3.17 CULN 125 - One concern in the baking lab is that students, while performing adequately on the quality standards rubrics, are not doing so efficiently or quickly. We should add some type of incentive or standard that requires them to move faster so they will be more competitive in the industry.

3.18 CULN 125 - Satisfied with the results.

3.19 HOSP 130 - Consider offering a study session for the material assessed in this exam. Study sessions are offered only for the math content at this time.

5.1 CULN 180 - Re-visit rubric and apply a self and peer assessment section to gauge effectiveness of the student's management style.

5.2 CULN 180 - Discuss management expectations and styles throughout the semester.

5.3 CULN 180 - There are no specific lecture days available to review materials for this course. Information is posted in advance (including rubric, assignment sheet and google link) and throughout the course on Vancko Hall. More communication through email about due dates and assignment materials may help identify expectations.

6.1 BKNG 120 - As a benchmark students continue to do much better on the assessment measure from pre to post test. Be sure to create specific modules for in class assignments that help to reinforce the SLO.

6.2 BKNG 120 - Satisfied with the results.

6.3 CULN 100 - Consider changing questions that most incoming freshmen get correct in order to see a more defined increase in performance. Development of a campus wide tool or form that will calculate these results automatically.

6.4 CULN 100 - Satisfied with the results.

6.5 CULN 100 - Satisfied with the results.

6.6 CULN 100 - Update these two questions - 7 out of 11 students got both correct on the pretest.

6.7 CULN 100 - Satisfied with the results.

6.8 CULN 100 - Consider changing to three questions for each outcome.

6.9 CULN 100 - Satisfied with these results.

6.11 CULN 100 - Review questions; some are general cooking knowledge - too easy

6.12 CULN 100 - Three questions instead of two would make results more accurate, this particular question set may be too easy.

6.13 CULN 100 - Satisfied with the results.

6.14 CULN 100 - Satisfied with the results.

6.15 CULN 100 - Satisfied with the results

6.16 CULN 100 - Satisfied with the results.

6.17 CULN 100 - Place more of an emphasis throughout the semester on sanitation principles, so it is revisited at different points in the course.

6.18 CULN 100 - Students may understand the basic idea but being able to properly execute needs more practice and refinement.

6.19 CULN 250 - Satisfied with these results.

6.20 HOSP 210 - Model Instruction to include similar questions as outlined in certification exam. Require students to develop study guide. Develop practice quiz that targets areas of weakness.

Time Frame: Academic Year 2017 - 2018

Person Department Faculty

Responsible:

Resources

Requested:

Expected > 70% introductory courses

outcomes: > 50% upper level courses