

Northern Michigan University

OUTCOMES ASSESSMENT REPORT – Technology and Occupational Sciences

Program: TOS – B.S. Hospitality Management	Submitted by: Chris Kibit
Report for July 1, 2010 to June 30, 2011	Date submitted: November 7, 2011
Department Mission Statement: The Department of Technology and Occupational Sciences strives to provide high quality, applied educational programs replete with real-world learning experiences that will produce graduates with an appreciation for continual learning, independent thinking, volunteerism and leadership in their respective global industries and communities.	
Intended Objective #1	Means of Assessment for Objective #1
<p>Successful students completing the BS program in Hospitality Management will be prepared to demonstrate an appropriate level of discipline- related knowledge for a supervisory/management position in the Hospitality industry, as demonstrated by successfully completing a nationally developed knowledge test on various critical operational topics.</p>	<p>As part of HM 450, our capstone course, students completing the sequence of program courses will show discipline related technical knowledge & competence through a nationally developed text/final exam, and pass the test with an overall score of 75% or better. The final accounts for about 15% of the course grade.</p> <p>See attached – “HM450 Final W11.pdf”</p>
Summary of Assessment Data Collected #1	Use of Results to Improve Department Program(s) #1
<p>17 of the 27 (63%) students in the HM 450 course failed to reach the benchmark grade of 75% on the nationally developed test of technical knowledge. This is higher than last year’s (46%), and much higher than two years ago (17%), regarding students who did not meet the benchmark. The average score was 67 %, with the highest score of 84%, and the lowest being 50%. The scores in the last two years are the lowest scores in the many years I have taught this course.</p>	<p>The areas of greatest struggle (more than half the class got it wrong) were spread over many topics (most topics had more than one question under the benchmark) and included human resources, marketing, operations, financials, hospitality service, ownership, food and beverage pricing, and concept development.</p> <p>Efforts will continue to be made by all HM faculty in regards to the aforementioned topics. Efforts will continue to be made to incorporate some of these topics more in depth in HM 310 (Menus), as it is the pre-requisite course to HM 450, as well as in other HM courses.</p> <p>I am also trying to encourage students to take the final exam more seriously, as they expend lots of their time and energy on the business plan project. . The students are so focused on their major project and presentation; I think they have neglected studying for their final exam. (Business plan and its presentation is worth half of their grade, the final exam is about 15%). I am also considering holding the final exam BEFORE the projects/presentations are due, so there is more focus on doing well on it.</p> <p>Also, in this course, I don’t lecture on the text as directly as in other courses. I use parts of it to topically discuss the important issues. I may rethink how pedagogically I teach this course. Efforts will continue to be made to demonstrate, and incorporate, the “chain of learning” they should have regarding the courses leading up to this one and how they should be applied to depth in the business plan project.</p> <p>There may be a correlation between the final grades for the course and the projects, as only one A and 4 A- were earned (out of 27 students).</p> <p>I plan, additionally, to show the W12 class this assessment, as a talking point about the course.</p>

Intended Objective #2	Means of Assessment for Objective #2
<p>Students completing the BS program in Hospitality Management, in taking HM 450, will know and understand contemporary hospitality service management concepts and their application in operations, as well as be able to know and utilize the qualities of research, analysis, independent thinking, effective communication, and leadership that are essential for a successful career in hospitality management.</p>	<p>Successful completion of a professional style business plan, as part of a group of 3-4 students, thoroughly documented and presented to industry professionals. The presentation, (testing their communication, organizational, and persuasion skills), were presented to panels of 4-6 people (which had different evaluators each presentation day) and included food service directors, managers, owners, chefs, graduates and instructors. The presentation accounted for about 15% of the course grade.</p> <p>(See attached – “HM 450 business plan format detail information.pdf” and “HM 450 evaluator form 11.pdf”</p>
Summary of Assessment Data Collected #2	Use of Results to Improve Department Program(s) #2
<p>The business plan written project had an average grade of 84.5%, with a low of 76% and a high of 91%. These were slightly higher than the previous year, but lower than in previous years. 100% of the groups met the 75% mark.</p> <p>The group presentations to the panels of industry professionals, had an average score of 78.5%, with a high of 91% and a low score of 58.5%. These scores are similar to last year, but lower than in years previous.</p> <p>Overall grades are also affected by the nature of group work (who all receive the same grade for the project written work and the presentation). Team synergy (or lack thereof) is a major part of this project.</p>	<p>Concept development topics will continue to hold greater emphasis in lecture, with more guest speakers called in to emphasize the typical areas of struggle in the business plan assignment (concept development, target markets, operations, financial projections, etc), as well as more modeling and suggestions for the presentation component of the assignment. I will also work with students to try to help them manage their time better (earlier deadlines for project components?), as many of the problems in the project and presentation seemed to be due to “running out of time”. It is a huge project, but this is the capstone, 400 level course. (See attached for course syllabi)</p> <p>Having taught the course for many years here at NMU, I have seen many groups successfully complete this assignment with more success, with similar requirements.</p>

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OUTCOMES ASSESSMENT REPORT – Technology and Occupational Sciences

Program: TOS – BS Construction Management	Submitted by: Mike Andary
Report for July 1, 2010 to June 30, 2011	Date submitted: October 27, 2011
Department Mission Statement: The Department of Technology and Occupational Sciences strives to provide high quality, applied educational programs replete with real-world learning experiences that will produce graduates with an appreciation for continual learning, independent thinking, volunteerism and leadership in their respective global industries and communities.	
Intended Objective #1	Means of Assessment for Objective #1
Students completing the B.S. program in Construction Management will have an appropriate level of discipline related knowledge as measured by a locally developed exam.	As part of CN459 (B.S. Capstone course), students are administered the locally developed exam. The assessment instrument is used as the final exam for students in CN459. It is expected that 80% of students completing the technical concentration of program courses will be able to demonstrate discipline related technical competence through answers given on a locally developed exam, and receive a score of 60% or higher. The testing instrument is attached as a PDF file, and called "CONT B.S.AssessmentExamREV.April 2010."
Summary of Assessment Data Collected #1	Use of Results to Improve Department Program(s) #1
All 38 graduating students were administered the exam during the 2010.11 academic year. 33 students scored at the 60% or higher scale, and the average was 69.74%. Nearly 87% of the students received a 60% or higher score on the exam, so the target was met.	The areas of weakness were discussed in a faculty meeting. Revisions were made to the curriculum that addresses the weak areas.