

**The Tipping Point Plan  
Status Report – Summer, 2007  
The Collins School of Hospitality Management**

In February, 2007 The Collins School of Hospitality Management (CSHM) prepared and implemented a “Tipping Point Plan” to institutionalize learning centeredness at the School. Following the format of the February 2007 plan, this report details the progress made in these activities and the plans to continue this momentum.

**Focus on Learning Outcomes**

***Make Learning Outcomes Assessment visible to students.***

We are currently engaged in a major review of courses offered. This review has involved administration, faculty and members of our board of advisors, representing industry. This redesign effort identified the course learning objectives, how they support the School’s learning objectives, and how they further the objectives of the students. Our goal is to make this information readily available to students. We will be posting this material on the CSHM web site as this process moves to completion.

In order to satisfy the continuing growth in demand for our graduates, we will have to add “tracks” allowing students to take courses which better fit their needs. We will also have to evaluate and reconsider our required courses. This work is currently in process by administration and the Curriculum Committee.

Our objective is to ensure that our curriculum satisfies the needs of our students. Where appropriate we are making substantial changes to courses in order to meet that objective. An example of this process is outlined in the document entitled “Status of the First Year Experience” which speaks to the changes made, or being made, to the curriculum of HRT 101 which is required of all first year students at the Collins School. We believe this course now addresses the special needs of first-year students facing the rigor and uncertainty of University for the first time. A copy of this document is included as an attachment hereto.

The specific learning objectives currently being identified and monitored are:

1. Written and oral communication skills as evidenced by an ability to express complex issues orally and in proper written English.
2. Analytical and problem solving skills as evidenced by an ability to organize and utilize quantitative and qualitative information and appropriate methods to make decisions.
3. Teamwork and interpersonal skills as evidenced by an ability to achieve common objectives in a diverse cultural environment.
4. Information technical skills as evidenced by an ability to use current information technology to convey information, solve problems, and expedite business processes..
5. Demonstrate awareness of ethical responsibility to business professions and society.

6. Develop broad knowledge of critical areas of business, including statistics, accounting, finance, economics, information management, management, marketing and operations technology.

Of concern is the fact that students entering our program may not be adequately prepared for a University experience. We are continuing to evaluate GWT scores to identify trends in CSHM student writing skills.

We are developing a detailed Expanded Course Outline (ECO) with detailed expected outcomes and methods of evaluating outcomes. The ECOs also indicate the percentage of the course that addresses both general education and management specific learning goals.

### ***Administration, working with faculty, will establish a Learning Support Plan for each service course in the College.***

We are developing appropriate indicators of the impact of Learning Support on student success in each service course. We believe this to be a matter of curriculum which requires faculty leadership. We are working with individual faculty members, and the Curriculum Committee, to develop the plan and appropriate indicators. When complete, the results will be published on the Collins School website

We are creating learning opportunities for faculty to explore issues of student learning. We will continue seminars and workshops on student learning. We are in the process of re-evaluating all of our programs and will be making additional specific recommendations.

## Focus on Organizational Learning in the School

### ***Establish expected outcomes for key services offered within the School and assess how well we meet those expectations***

The Tagg critique considered the ideas presented in this section good albeit focused on the contributions to be made by the individual parts of the support services organization rather than on outcomes. On reflection we agree with the critique that we were focused on the trees instead of the forest. We are attempting to re-formulate our approach to deal with this weakness.

We agree that the staff has to be focused on the whole experience of the student rather than the perspective of the organizational subdivision of the School. In the past, Student Services for example has seen their jobs as a series of discreet tasks rather than as a creative and innovative support of student learning. We are currently evaluating a proposed reorganization of support services which we think will support this shift of perspective. Our objective will be to align the contributions of faculty, administration, and student services in such a way as to enhance student learning. We hope to be in a position of implementing the change before the start of fall quarter.

As this reorganization is complete we will focus on developing and implementing assessment mechanisms to help demonstrate how well our objectives have been met and will publish the results on the Collins School website

We will also encourage staff to make better use of available training resources to support our objectives. We should have better insights as to training needs as we make the organizational and staff changes outlined above.

### ***Faculty and Staff Development***

During the 2006-07 academic year we added two new Assistant Professors. For the 2007-08 academic year, we also hired one Associate Professor, one Assistant Professor and one Visiting Assistant Professor. All of these professors have terminal degrees. Two of our existing faculty members have received their doctorates during the 2006-07 year. All of our faculty, except for lecturers, now have earned terminal degrees.

The CSHM promotes staff development that will enhance career skills as well as technical knowledge. The CBA believes that students are the direct beneficiaries of staff members who excel at their jobs. Examples of development activities of CBA staff this year are;

- Management
- Conflict Management
- Mediation
- Blackboard
- Web Accessibility
- PDF Accessibility
- PowerPoint Accessibility
- Time Management
- Staff Development Academy

### ***Scholarships***

Awarding of scholarships, easing as it does the anxiety over the cost of education, is a key component to the learning centered environment. During the 2006-07 academic year, we awarded \$33,000 in scholarships to CSHM students.

### ***Student Services***

The CSHM Student Services Department assists students in achieving their academic and career goals. The staff coordinates orientation for freshman and transfer students, assists students with selection of GE and undergraduate courses and works with students in academic difficulty. Peer advisors are also available through the honor society to share their academic experiences with students including how they managed rigorous coursework and how they balanced their academic commitments with work and extracurricular activities.

In 2006-2007, the SSC implemented the following activities to meet its overall goal of providing assistance to help students successfully complete a degree.

- Incoming students are assisted with initial registration
- Staff members actively participate in student clubs.
- Staff members help to provide advising training for new and existing faculty

As we discussed above, we are in the process of evaluating changes to the organization of the student services department which will allow a better focus on the product rather than the process. Our goal is to implement these changes with the start of the 2007-08 academic year.

### ***Outreach***

We are in the process of establishing a program to attract higher performing students for the Collins School. This program will begin with the 2007-08 academic year. The program coordinator will collect information on our presence in area high schools and community colleges as well as the outreach activities of our competing schools. Based on this information we will develop a plan to include such elements as the following:

- Creation of College level scholarships for entering freshman
- Participation in University outreach activities
- Development of advisor and administrator contacts at targeted high schools and community colleges
- Development of service programs such as Financial Literacy and Leadership Forums
- Participation in community college advisory boards
- Participation in student clubs at high schools and community colleges

### ***Learn by Doing***

This is a very important part of the educational experience at CSHM. We require that all students complete 800 hours of professional work experience in the hospitality industry as a condition of graduation. This gives them a real world framework against which they can apply their education and provide valuable feedback as to relevance. It enables students to apply concepts and skills they learned in class. They also can approach their coursework with a deeper understanding of how their studies relate to the real world.

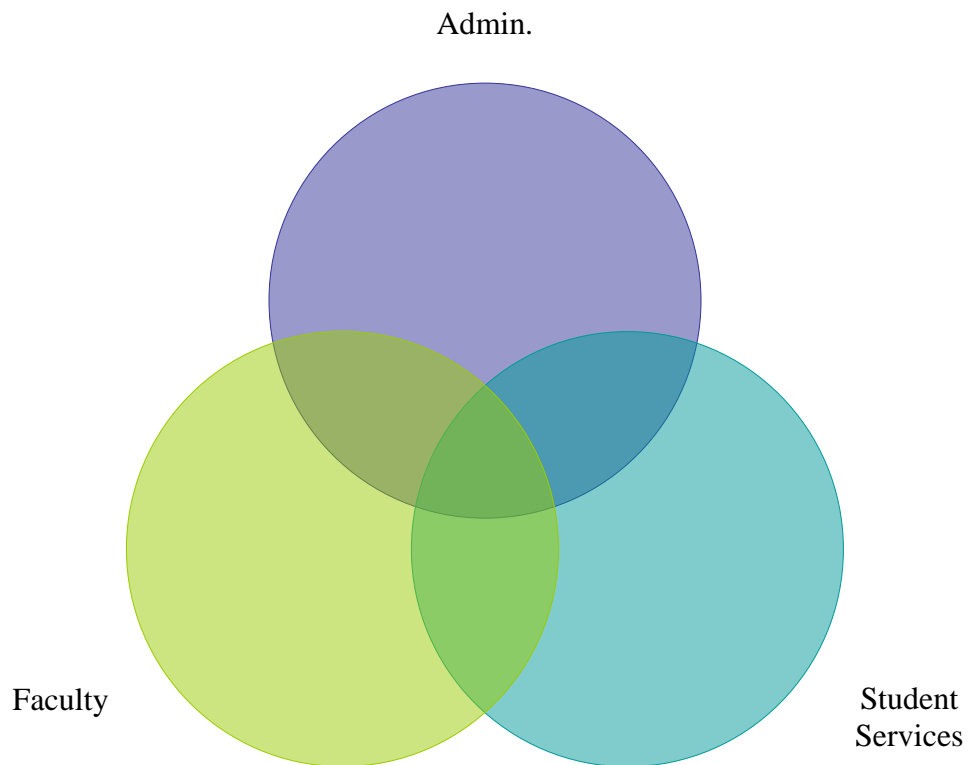
We also encourage the use of paid internships for our students. We believe this to be an important component of the polytechnic education experience.

All students are required to take the Restaurant Series of three courses which culminate in their operating the Restaurant at Kellogg Ranch. This gives each student the opportunity to serve a week in each position in this full-service up-market restaurant serving both the campus and the greater community. During their week as part of the management team, the business plan developed in the second course in the series is implemented and students can see how their decisions impact real-world applications.

## Budgeting, Planning and Recognition

In addition to supporting the goals and objectives outlined above, we have committed to allocate 1% of the General Fund (non-payroll) budget each year to fund new initiatives to enhance Quality Learning in the College. These funds will be used, in part, to establish an annual award to recognize leadership and excellence among the staff in supporting student learning.

### Conclusions



We believe that it is the interaction of faculty, administration, and student services which provides and supports an environment which encourages student learning. That environment exists where the three missions overlap. In the final analysis, the goal of our Tipping Point Plan must be to align the missions to the maximum extent possible and maximize the overlap.

## Status of the First Year Experience

The Collins School relies on HRT 101, Introduction to the Hospitality Industry, to create a framework for the first year experience. This course is required of all new students, whether freshmen or transfers. The points made below describe how that course is, or is being modified to, meet the FYE goals of the University.

- I. Students will demonstrate a commitment to and a responsibility for their own education.
  1. Establish a personal roadmap to attain graduation based on their needs, interests, abilities, and goals.

*A roadmap is required of all students, including freshmen. To ensure compliance, Student Services is mandated to track all students in a spreadsheet. Student Services advisor is allotted time in HRT 101 to go over the importance, mechanics and timeline of the roadmap.*
  2. Meet with their academic advisor regularly to discuss topics such as academic progress, challenges, and future plans.

*The academic advisor addresses the students of HRT 101 to address these issues among others. In addition, first-year students meet with their advisor at least twice during their first year.*
  3. Maintain continuous enrollment through graduation.

*We have found that devoting too much time to work is the major cause of dis-enrollment. Since we require 800 hours of professional work experience, it can be a problem for students to work too much and hurt their academics. HRT 101 stresses balance in academics, work, family and social responsibilities.*
  4. Make steady progress to meet graduation requirements.

*The process outlined in step I.1, above, stresses how the roadmap can be used to aid steady progress toward graduation.*
  5. Maintain an overall GPA of 2.2 or higher and a major core GPA of 2.0 or higher.

*Advising holds are placed on students who fall below 2.2 and they must present a plan to improve to their advisor in order to have the hold released. Any student who falls below 2.0 must meet with the Associate Dean and review their improvement plan.*
  6. Follow established Cal Poly Pomona policies, procedures and deadlines.

*We stress importance of deadlines, and review websites for obtaining information*
  7. Explore active learning strategies and time management techniques to find the most appropriate approaches for their success.

*Career Center representatives are invited to class to administer and explain tests to determine learning modalities.*
  8. Understand the expectations of their school and instructors.

*This is addressed. in some detail, in HRT 101*

- II. Students will understand the relationship of their education to their personal and professional development. Students will:
1. engage in self-assessment to explore their interest, abilities, career choices and other goals.  
*As part of the process described in section I.7 above, Career Center representatives also conduct assessment for learning style and interests.*
  2. pursue a major appropriate to their interest, abilities and goals.  
*The Collins School only offers one major*
  3. explore careers in their major and the paths to those careers.  
*HRT 101 reviews all aspects of careers in hospitality, including choices and pros and cons*
  4. understand the importance of wellness and stress management.  
*Not currently addressed but we are evaluating the possibility of incorporating this information at a future date.*
  5. be able to manage their finances to stay in school and complete their degree.  
*We are working with the College of Business to arrange for a presentation by students of the College of Business on financial literacy and money management skills which will be incorporated into HRT 101*
  6. understand the role of the university in society, the history and purpose of higher education.  
*HRT 101 stresses importance of the degree and its value to the student and society*
- III. Students will develop the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff and peers. Students will:
1. interact with faculty and students in class and during office hours  
*HRT 101 is Socratic in nature—all students are called upon and encouraged to interact and contribute*
  2. participate in curricular and co-curricular activities  
*There are many opportunities to participate and student leaders address HRT 101 to discuss these opportunities and encourage involvement*
  3. participate in service learning and civic engagement opportunities  
*Service learning is not specifically addressed in HRT 101. However students are encouraged to get involved in clubs and representatives from those clubs are among the student leaders mentioned in III.2 above. They make presentations during the quarter. Students who participate in clubs have the opportunity to engage in service learning and civic opportunities.*
  4. understand the importance of pluralism, civility, and effective interpersonal skills in a diverse community  
*The nature of the Collins Schools' demographics, encourages students to deal with diversity.*
- IV. Students will develop information literacy skills to enhance their academic and personal success. Students will:

1. be able to find, evaluate and use information in their academic studies and lifelong learning  
*HRT 101 requires a research paper using university library databases to familiarize students with information literacy.*
2. make appropriate use of technology in their academic studies and lifelong learning  
*HRT 101 uses Blackboard exclusively for course information, grading, and communications*
3. be able to find and understand Cal Poly Pomona academic policies, procedures, and deadlines  
*HRT 101 guides students through the internet resources available to the students*
4. be able to find programs, resources, and services at Cal Poly Pomona  
*HRT 101 guides students through the internet resources available to the students*

V. Students will develop an appreciation of intellectual inquiry. Students will:

1. engage in intellectually challenging discussions  
*HRT 101 requires a research paper on hospitality related issues that requires critical thinking and we encourages the presenter's fellow students to challenge their thinking and discuss*
2. engage in exercises that develop the tools of academic study  
*Not currently specifically addressed, but we are looking for ways to add this dimension to the HRT 101 experience.*
3. develop communication, critical thinking, and problem-solving skills  
*HRT 101 requires a research paper on hospitality related issues that requires critical thinking and we encourages the presenter's fellow students to challenge their thinking and discuss*