

Learning Centered (Tipping Point) Plan Update

The Collins College of Hospitality Management

March 2009 – Examples for Discussion

1. Examples of how assessment feedback has been used to modify activities for continuous improvement:

Planning and achieving a **more diverse faculty** at the Collins College is one example of how assessment feedback has been used for continuous improvement. In a review of the Collins College students' demographic data, it suggested that searching for qualified faculty that better represented our student demographic profile in ethnicity and gender was important to our student population. Responding to student feedback collected at quarterly meetings with the Dean and at annual class meetings held each spring, resources and efforts were directed to bring a more diverse faculty to the Collins College.

An opportunity to **better connect to the Collins College alumni** is a second example of how assessment feedback has been used for continuous improvement. Feedback from our accrediting body, ACPHA, and feedback from alumni returning for Career Expo and Professor for the Day programs identified the need to improve our outreach to Collins College alumni. To address this need, a full-time position, Director of Communications and External Relations, was created. Within the first six months of this office being created, a college magazine targeting alumni and friends of the college was launched, the college's alumni chapter was re-established with the election of a six-person board, a Collins College Alumni Facebook group site was developed, and the Collins College web page was redesigned to better reach our alumni and friends.

2. Examples of measures taken to encourage students to take charge of their learning:

Students are encouraged to take charge of their learning immediately in the Collins College. Introduction to Hospitality Management (HRT 101) is the first course that most hospitality management students take upon entering Cal Poly Pomona. This is also our First Year Experience course. The first two expected outcomes of this course are:

1. **Assess the various career options** in the hospitality industry in terms of your career goals.
2. **Identify** appropriate curricular and professional work experience **options for desired career choices**.

The students are given the Career Occupational Preference System (COPS) Professional Interest Inventory that is designed to help students plan their career. This Interest Inventory assists students compare the relative strengths of their interests in activities performed in many different occupations. Their profile is high in typically one or two occupational areas. Students are encouraged to explore these areas. Students then research occupations to determine which might be of interest to them. They are then asked to list the required skills and abilities for job performance in three occupations they have chosen.

Students learn that interests and, in many cases, the related skills required for successful performance of individual jobs within a career cluster are highly transferable to other jobs in the cluster. Once the required skills and abilities for job performance are listed, the student then lists courses and training available to prepare them for the particular occupation they have chosen. They are asked to research classes listed in the Cal Poly Pomona Catalog that could help prepare them for their chosen occupations. Students are also asked to determine their most important work-related values. The students can then personally relate to their learning and career goals announcements made during the course regarding internships, training programs, and company information sessions.

Finally, students must complete an academic plan or revise their current one, based on the Interest Inventory and the determination of their important work values. Coursework from HRT 101 encourages and prepares them to take charge of their learning.

Professional Work Experience (HRT 341) reinforces the measures taken in HRT 101 of engaging the student in **ongoing reflection and exploration** for the purpose of personal development. The students, having determined the strengths of their interests in activities in different occupations, choose work experience within the hospitality industry that assists them explore these areas of interest. Upon completion of at least 800 hours of professional work experience (a pre-requisite to HRT 341), the student is asked to:

- Demonstrate growth from practical experience within the hospitality business environment;
- Define personal career goals with increased clarity through expanded knowledge of career options; and
- Demonstrate an understanding of various hospitality management functions through the preparation of a company profile.

A **personal reflection of their work experience** is written by students in the course, explaining how it has helped their personal development and how will it help them in their career. They are asked to complete a personal assessment as well as ask a superior to complete one. Then they compare and contrast their self-evaluation with their supervisor's evaluation, identifying solutions for areas in which they need improvement.

Throughout the entire course, the student is **engaged in reflection and self-analysis** to fine-tune their career goals. The students submit a compilation of all of the course assignments, as well as some classroom activities, as a final report. These assignments, in addition to those mentioned above, include research on a company of their choosing and a determination of their core values.

It is through self-analysis and reflection in professional work experience that students are able to gain insight in order to better define which career direction to pursue. It also identifies the importance of life-long learning.

3. Examples of effective methods used to measure customer satisfaction:

The classroom laboratory, The Restaurant at Kellogg Ranch (RKR), offers the students the opportunity to **measure customer satisfaction of several constituencies**. First, our students are given the opportunity to assess their student management team's performance weekly in a formal document known as the "management evaluation." Students meet every day before and after class in a briefing/debriefing format. RKR laboratory faculty members use a "Stop-Start-Continue" document to collect student feedback on the course in week 5 of every quarter. One faculty member has been conducting an ongoing outcome assessment survey that measures students' shared experiences and the effectiveness of a restaurant operations laboratory in providing exposure to the top-shared skills and abilities, leadership, controlling costs, positive guest relations, managing crises, and effective oral communication as reported by industry executives. Finally, students are required to design and implement a RKR guest comment card to be issued to every a la carte guest at the end of the dining experience. These cards are reviewed and any issues raised are addressed daily as part of classroom instruction.

The college's annual **Hospitality Career Expo** is another example that illustrates the college's efforts to measure customer satisfaction. Company participants receive a survey toward the end of the Expo and are encouraged to provide feedback that is used to identify any issues and improve the next Expo. In preparation for this event, the college works collaboratively with the career center to provide resume and interview workshops designed specifically for Collins College students. Student feedback is solicited in HRT 341, our professional work experience course. Students in HRT 341 are required to attend the Expo.

4. Examples of effective methods used to measure student learning (versus what is taught):

Effective fall 2008, Collins **faculty conduct learning outcome pre/post tests** in their classes. For example, within the first week of class, students are provided a 10- to 25-question survey designed to measure the student's incoming knowledge at the beginning of the course. Students are then tested on these same questions in a post-test or as a section of the final exam. T-tests are conducted and results are recorded and reported to the Dean's office.

Our capstone course, HRT 476 (**Hospitality Operations Analysis**) provides an opportunity to measure student learning verses what is taught through a course project. Students are taught 25 elements of measurable service. Their understanding of these concepts is measured in a course project/presentation. Students choose a hospitality organization where they define the elements of measurable service and provide a benchmark. After completing 20 hours of observation, students create and deliver a presentation that includes:

- Student-determined scores for each of the service elements;
- Recommendations about how to improve certain elements;
- A plan that instructs the organization on how to adopt these recommendations; and
- The perceived benefit to the organization in adopting these recommendations.