

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2018-2019</u>	<u>Chris Morosin</u>	<u>cmorosin@cnm.edu</u>	<u>X50212</u>
Academic Year	Contact Person	CNM Email	CNM Office Extension

Subject of this Report
BIT--HSTR_CERT--Hospitality and Tourism Certificate

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes (Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie .)
<p>The Hospitality & Tourism (HT) program is designed as a 2+2 Associate of Arts transfer degree with New Mexico State University's Hospitality, Tourism, and Restaurant Management degree. In 2016, the School of Business and Information Technology (BIT) added a Brewing and Beverage Management Associate of Applied Science (AAS) degree and related certificates, which bolstered enrollment in HT courses common to the HT, Culinary Arts, and Beverage programs.</p> <p>In anticipation of industry shortages over the next several years, the school added back to the course catalog the Associate of Applied Science degree in Hospitality and Tourism following a summer of development with input from Pearson Online, the American Hotel and Lodging Association, and the National Restaurant Association. The program of study is more flexible and features less repetition than previous incarnations and greater potential for fully online delivery. While the impetus for the program was to increase our profile in online delivery through CNM Online College, we are stressing flexible course design to better adapt to the changing needs of students and industry stakeholders.</p> <p>In summer 2019, CNM entered into a partnership with Isleta Resort and Casino to administer an on-site Fast-Track HT AAS program. Should this partnership prove to be successful, it could serve as a model for other New Mexico properties. Challenges regarding such partnerships are discussed in the recommendations section in part 3 of this report.</p>

Changes Implemented During the Past Year in Support of Student Learning

The Program Director and Faculty have been focusing their efforts on the redevelopment of the HT AAS described above. As key courses in the program, HT 1101, 2201, and 2235 are part of an ongoing redesign to best accommodate the new degree and partnership by working with Distance Learning course designers following Quality Matters guidelines and standards. We expect improvements to these courses and design of new courses to improve student success for those in the HT AA degree and certificate as well as programs which also include these courses in their programs of study, i.e. CULN and BEV.

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
ManageFirst Hospitality Human Resources Exam	Direct & External	HT 2201	Outcome #1: Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.	Minimum Score of 75%	91%	Target met
ManageFirst Hospitality and Restaurant Management Exam	Direct & External	HT 2235	Identify the role of specific leadership qualities in successful hospitality operations management	Minimum Score of 75%	80%	Target met
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Summary of Assessment Findings
We met our target percentage of students passing the exam for both measured outcomes.

Interpretation of Assessment Findings
The course redesign of HT 2201 described in last year’s report resulted in less duplication of material covered in HT 1101 and more time to cover relevant student learning outcomes. While using standardized ManageFirst exams as assessment tools has the advantage of being easy-to-measure and ensuring coverage of the specific competencies our industry stakeholders helped develop, they are poor measures of a student’s actual grasp of the material and their ability to apply it to complex work situations.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)
Faculty will develop additional summative tools to supplement MangeFirst exams and the shortcomings discussed in the previous section. Additional hours will be dedicated to course development of new and restored courses to fill out the HT AAS program of study, which will certainly benefit students in the AA program with more robust scheduling and larger class sizes.

Please select all of the following that characterize the types of changes described in the above action plan:

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| <input type="checkbox"/> Assessment criteria revision | <input checked="" type="checkbox"/> Assessment methodology revision | <input type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Change in teaching approach | <input type="checkbox"/> Course content revision |
| <input type="checkbox"/> Curricular Revision | <input checked="" type="checkbox"/> Faculty training/development | <input type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>Faculty working on developing new and restored courses will need to include assessment plans and designate appropriate tools.</p> <p>Our current program team includes a program director and chair responsible for CULN, HT, and BEV programs, a single full-time faculty member who splits his teaching load among all three programs, and a small pool of part-time faculty. The culinary and beverage programs are larger in terms of declared majors, graduates, and supply and infrastructure needs and therefore take up the majority of the program team’s time and attention. As with last year’s report, we recommend adding a second full-time faculty position to help develop the program as we roll out the revamped HT AAS and certificate.</p>	<p>Click or tap here to enter text.</p>

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2016-2021	Our assessment cycle plan was updated in 2017 as a result of changes in HT faculty and input from the ACBSP site visit in 2016. As in the culinary assessment cycle plan, we reassess all outcomes every year once the measures are in place to maintain process continuity.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.	2016-2021	HT 2201	ManageFirst Hospitality Human Resources Exam (total score)
See above	2019-2021	HT 2201	Additional tool to be deployed fall 2020
Identify the role of specific leadership qualities in successful hospitality operations management	2020-2021	HT 2235	HT 2235 Leadership Project
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