

Bergen Community College
Assessment Report for 2008-2010

Department/Program: Hotel/Restaurant/Hospitality

Department Leader: Arthur Tolve, Chair

Liaison: Florence McGovern

Assessment Project Coordinator (if not the Department Leader):

Date Submitted: REVISED March 14, 2010

Program(s), if applicable (AAS, Interdepartmental, etc.):

AAS Hospitality Management , AAS Catering/Banquet Management,
Certificate in Culinary Arts

Mission/Goal statement of the department or program:

The Hotel/Restaurant/Hospitality Management Degree Programs provide the knowledge and skills needed in the rapidly expanding hospitality industry.

SEMESTER 1: Create the Assessment Plan

Goal or learning objective being assessed:

Students will understand the regulations and standards which govern the hospitality industry and be proficient in food preparation, purchasing record keeping and all phases of hospitality management by:

Demonstrating computer fluency, and retrieving, organizing, analyzing, and evaluating food cost and inventory information using technology.

Relevant Core Competencies: (check as many as apply)

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Quantitative Reasoning | <input type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Civic Responsibility | <input checked="" type="checkbox"/> Technological and Information Fluency | <input type="checkbox"/> Personal Skills |
| <input type="checkbox"/> Interpersonal Skills | <input type="checkbox"/> Creativity and Aesthetic Appreciation | <input checked="" type="checkbox"/> Applied Knowledge |

Means of Assessment:

Students will use popular spreadsheet, database, programming applications software and analog computations to control one of the basic problems common to all food and beverage service facilities in various operational settings.

SEMESTER 2: Develop an Assessment Strategy

Criterion for success:

75% of the students will receive a grade of 70% or above, equalling 160 points upon completion of the following assignments which are worth a total of 230 points:

1. Quiz #1 (30 points);
2. Quiz #2 (30 points);
3. Quiz #3 (30 points);
4. One completed recipe from Assignment #4 (10 points)
5. A "Test Meal #1" spreadsheet book which will contain
 - a. each required adjusted recipe on separate spreadsheets from Assignment #5 (30 points); and
 - b. the completed "Master Quantity Meal Sheet" renamed "Test Meal #1" from Assignment #6 (20 points);
6. A completed INVCOST4 worksheet from Assignment #7 (20 points);
7. A completed, revised "QRM TABLES2" worksheet from Assignment #10 (30 points);
8. A completed, revised "INVCOST4-SP09" worksheet from Assignment #10 (30 points);

Dean's Comments:

VP's Comments:

SEMESTER 3: Implement Assessment Plan & Strategy

Summary and analysis of data collected:

Registration for this online course was 23 students.

2 of the 23 students completed all 8 assessments and each earned more than 211 points out of 230; achieving a success rate of at least 92% each. An additional 4 students completed 7 of the 8 assessments and earned more than 187 points or 89% overall. One

additional student completed 6 of the 8 assessments and earned the maximum number of points available. 2 more students completed 3 of the 8 assessments and earned at least a score of 83% or better. In summary, 7 students completed at least 3/4 of the assessments, earning more than 160 points. 10 students completed at least 3 of the 8 assessments, ALL earning more than 160 points.

100% of the students who completed at least 3 out of the 8 assessments have achieved the goal of earning a grade of 70% or greater.

(The Summary should appear here. Use attachments only to provide information to support the summary.)

SEMESTER 4: Reporting and Revising

Use of results:

A version of the course was offered once each spring for 6 years as a face-to-face course. For two more years, an improved version of the course was offered online, 3 times. The face-to-face course indicated a slightly greater number of students completing all assignments, but with the grade-point spread about the same as in the online version.

From informal polling of students during office hours visits or online discussions, it would seem that students found the course content too challenging, or that the credit value of the course (one credit; two hours) did not seem appropriate for the time needed to complete the assignments, based on perceived value. Although extensions of time to complete the assignments were allowed in all cases in the online course, only four students completed the last 2-part assignment.

In addition, 5 students did not have access to the compatible MSEXCEL 2007 and dropped out. Further, 6 students were unenrolled by the administration. These circumstances skewed the expected results somewhat.

The next semester, the course will be offered as a face-to-face course only. A change in the method of delivery, with adjustments in the course content might seem more valuable to students. Also, obtaining an answer to a question or problem immediately, in the face-to-face course might be an impetus for the student to complete the assignments and the course.

Dean's Comments:

VP's Comments: