

To: Academic Program Review Committee

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Subject: Hospitality Management Programs Review

Date: June 15th, 2013

The Hospitality Management Programs Review Committee respectfully submits the following document to the Program Review Committee for consideration. To remain competitive and provide value to our students and all other stakeholders, the review committee has made some critical recommendations aimed at strengthening the Hospitality Management Programs. The committee looks forward to the input of the Program Review Committee as a means of improving the quality of the educational services it provides its student population.

The Hospitality Management Programs' review and analysis contained in this document is organized according to the outline of the table of contents. Additional extensive support documents are available in the Appendices of this document and in the Hospitality Management Programs office and are cited in this document.

Dean's Comments Re: Hospitality Management Programs

The Hospitality Management Programs represent an excellent demonstration of a successful turnaround. A little over ten years ago, the program was confronted with the reality that it had ceased to effectively attract students; hence, it was slated for closure. Instead, the faculty took the initiative and reengineered programmatic offerings. As this report shows, their efforts have met with substantial success. We stopped competing with the community college programs, which were less expensive and better resourced. Instead, we have focused on partnering with them, providing a seamless ladder from high school to bachelor degree. Carrying the partnering concept even further, we have garnered statewide attention working with Kent Career Technical Center to facilitate dual enrollment at the high school level, enabling students to accelerate their educational process.

The program success has not only stemmed from refocusing, but also from the faculty commitment to facilitation of enhanced experiential components of the educational process. In addition to the internship expectations, faculty integrate into the learning process numerous opportunities to interact with different aspects of the industry. Undoubtedly, these experiences contribute to the outstanding job placement rate our students are experiencing.

The college and the university can be proud of the Hospitality Management Programs. They are, indeed, consistent with the focus our founder embraced 129 years ago. I am confident that the faculty will continue to adjust our offerings in line with the evolving needs and expectations of the industry, as well as changing competitive realities. In this regard, as we embrace calls for partnerships that entail program delivery at locations other than Big Rapids, we have to consider the impact on staffing needs and organizational structure. These are not insurmountable hurdles; simply challenges to be considered and planned for.

Hospitality Management
Programs



Academic Program Review

Sports, Entertainment, and Hospitality
Management Division

August 2013



COLLEGE OF
BUSINESS

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Section I

Overview

The Hospitality Management Program currently offers five degree options for students.

The first degree is an Associate of Applied Science in Dietary Food Service Management.

This new degree program received accreditation from the Association of Nutrition & Food Professionals in 2012. FSU's Dietary and Food Service Management Associate's Degree program was developed in response to industry's need for *Certified Dietary Managers* within the healthcare industry. This program prepares graduates to take the certification exam to become a Certified Dietary Manager (CDM) with the Association of Nutrition & Foodservice Professionals. Graduates may either enter workforce directly or combine this associate's degree with a Bachelor of Science in either Hotel Management or Health Care Systems Administration.

The second degree is an Associate of Applied Science in Restaurant & Food Industry Management.

Established in 1963, the Ferris State Restaurant and Food Industry Management Associate's Degree is housed in the Hospitality Management Program of the College of Business which is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). This degree prepares students for management positions in the fast-changing and oft challenging restaurant and food industry. It has a business management core enhanced with restaurant and food industry courses.

The third degree is a Bachelor of Science in Hotel Management.

Established in 1963, the Ferris State Hotel Management Bachelor's Degree, housed in the Hospitality Management Program of the College of Business, prepares students for senior management positions in the ever developing and competitive hospitality industry. This degree is designed with a business management focus that provides a solid foundation in all core business and management functions. It also has a strong concentration of courses centered on hotel operations. The College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The fourth degree is a Bachelor of Science in Resort Management.

The Resort Management Bachelor's Degree was established to meet the demand to fill senior management positions in the ever expanding resort industry. The degree is housed in the Hospitality Management Program of the College of Business. The College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). This degree provides students with a solid business core foundation and 30 credits of both hotel and restaurant courses. Students also choose a concentration from Club Management, Special Event & Meeting Planning, or Sport, Spa & Entertainment Operations.

The fifth degree combines the A.A.S. Restaurant & Food Industry Management degree with Hotel Management for a Bachelor of Science.

Ferris State University's Hospitality Management Program offers a unique opportunity that combines two college degrees. The first two years focus on earning an Associate of Applied Science in Restaurant & Food Industry Management which, when combined with an additional 61 credits of hotel and business

management courses, earns the students a Bachelor of Science in Hotel Management. This unique combination allows graduates to have a stronger understanding of the food and beverage operations of restaurants and hotels as well as the operations of the hotel lodging industry. The degree provides a solid foundation in business and management and has a strong concentration of courses centered on hotel, food and beverage operations. The College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

In addition to the five degree offerings, the Hospitality Management Program also offers **three academic minors: Restaurant & Food Industry Management, Club Management, and Special Event & Meeting Planning.** Each requires 18 credits for completion. The Ferris Hospitality Management Program is one of very few programs in the nation that offer minors in these areas. The Hospitality Management Program also offers **seven certificates: Club Management, Culinary Management, Restaurant & Food Industry Management, Sports, Spa & Entertainment Operations, Hotel Management, Ski Management and Special Event & Meeting Planning.** Each requires 12 credits for completion.

Academic Program Review Hospitality Management Program

The Hospitality Management Program at Ferris State University is an academic program that has demonstrated excellent growth over the past five years. This has been accomplished through the efforts of very dedicated, industrious faculty and their abilities to adapt the program to fit changing conditions of the hospitality market.

The entire Sports, Entertainment, and Hospitality Management Department is continually updating the assessment tools used to judge the success of graduates. Syllabi have been structured to include program and university-wide learning outcomes. Measures for assessment, along with evaluation of such measures, have been documented using Nuventive's TracDat planning and assessment application.

The Club Management and Special Event & Meeting Planning Academic Minors continue to be excellent additions to academic majors both inside and outside of hospitality. They have contributed to a significant increase in student credit hour production and enhanced the education and credentials of the students they serve.

The new tenure track faculty position that has been approved for Fall Semester 2013 will greatly increase the efficiency of program advising. The Hospitality Management Program at Ferris is an excellent fit for the mission and core values of the institution. It is well positioned to meet the demands of the changing state economy from manufacturing to service industry based as it will produce the people with the necessary skills to succeed within the hospitality industry. There is great opportunity to partner with selected community colleges to offer 2+2 or 3+1 transfer programs. Many of these relationships have been built in the past five years and this has created a tremendous amount of extra work load and staffing challenges.

Brief History 1993-2012

The Hospitality Management Program, originally housed in the College of Allied Health, has been in existence since 1962. The program progressed and grew until, in 1978, it became a part of the College of Business in the Marketing Department. In October of 1993, the Hospitality Management Program had an enrollment of 172 students. It had a full-time director, three full-time tenure track faculty and a full-time secretary. **It was the eighth largest program at FSU and was less expensive to operate than 80% of all programs at the university. Its credit hour production was 20% higher than the university average and it had a retention rate of 74%.** With university fiscal restructuring came the announced closure of the Hospitality Management Program. The program faculty and director carefully detailed the benefits of keeping the Hospitality Management Program at the university and the administration rescinded its closure order, which had already gone public. Unfortunately, damage had already been done.

It took the program faculty eight years to reverse the trend of enrollment decline. Since hitting a program low enrollment of 61 students in Fall Semester 2001, the Hospitality Management Program faculty, through diligent work, increased the enrollment 150% to 154 students in Fall Semester 2006. In addition, by developing new programs and partnerships, the Hospitality Management Program now has 156 students enrolled in bachelor and associate degrees and 38 non-hospitality majors who are pursuing hospitality minors on the main campus. Through partnerships with off-campus sites, articulation agreements and concurrent/dual enrollment, additional students are being matriculated into Ferris Hospitality courses and degree programs. Estimated enrollment in off-campus courses for the 2013-2014 school year is around 85+ students. The faculty continues to develop new program offerings that reflect the interest of today's students and the emerging needs of the hospitality industry.

During Summer Semester 2006, the Hospitality Management Program became part of a new Department of Sports, Entertainment, and Hospitality Management within the College of Business. This new department allows for greater collaboration between programs that serve the leisure markets of a global economy.

Since 2006, the Hospitality Management Program continues to look at new growth opportunities, both on the main campus and at four off-campus sites. As a result of a healthcare industry need for Certified Dietary Managers, the Dietary Food Service Management Associates Degree was created. The Hospitality Management Program faculty and staff continue to brand it as "The Hospitality Management *Business* Program". Currently the program is undergoing a re-branding effort, highlighting program distinctiveness. This is a three phase process, and the first phase, modernization of West Commons' culinary teaching laboratory and main lobby, is nearly complete. Renovations include fresh paint, updated signage, laboratory organization areas, wall art, ceiling tiles, and chairs. Phases 2 and 3 include the building of additional faculty offices, new ovens, sinks, and countertops, and the replacing of an existing overhead mirror in the culinary lab with a Smart Classroom full drop down screen, projector and web cam to project instructor demonstrations.

Mission Statement:

The mission of the Ferris State University Hospitality Management Program is to effectively prepare our students for successful, professional careers in the global hospitality industry through innovative teaching and service, in a safe and supportive environment.

Program Purposes:

- To offer students an integrated learning experience of general education, business core courses, and hospitality-specific experiences.
- To accommodate students with quality work experience by providing industry internship experiences structured around specific learning guidelines and objectives.
- To supply the hospitality industries with graduates that have the theoretical and practical background/ skills needed to be competent managers and industry contributors.
- To serve the local community with service outreach efforts while teaching students the benefits of giving their time and talents for the betterment of the community.
- To be a university leader in the recruitment and retention of new and transfer students through creative and innovative methods.
- To encourage students' personal growth through advocating lifelong learning, cultural awareness, social responsibility, leadership opportunities, and involvement in professional organizations.
- To enhance the many professional relationships that currently exist with industry businesses through internships, seminars, trade shows, invitations to guest present , and other ways that will serve to benefit students.
- To have responsive curricula reflective of changes in the hospitality industry.

A. Program Goals:

Hospitality Management Program (HMP) goals were established through consultation with advisory board members and faculty to align with course outcomes. These goals apply to preparing students for careers and meeting industry expectations through development of communication, skill sets, and technical and business foundations.

- To increase the recruitment and retention of qualified program students.
- To offer students a global perspective in understanding the hospitality industries via internships, study abroad opportunities, and guest speaker perspectives.
- To improve the oral, written, and critical thinking skills of our program students.
- To encourage students to take intellectual risks by including the use of problem and case-based learning in the curriculum.
- To continue to seek ways to offer learning opportunities to other parts of the university community.
- To continue to support learner-centered teaching practice, faculty development, professional organization involvement, and applied research.

- To continue to work to improve the placement rate of graduates which currently exceeds the university's overall placement rate.
- To encourage greater involvement of alumni in the education of program students by having them be guest speakers, take on interns, and hire graduates.
- To encourage leadership development as students take positions of authority in industry partnership opportunities, in the four student organizations, and the annual gala fundraiser.

Expectations for the Future and Plans for Improvement

It is clear from labor market demands that the need for qualified graduates in hospitality related fields will continue to increase. It is also clear that these graduates will need to have better developed communication, critical thinking, and computer skills. It is in these three areas that the program is focusing its efforts.

The use of case and problem based learning is common place in the curriculum courses. Students are on a regular basis asked to use computer technology with industry specific applications to produce finished projects that are professional in their appearance and content. They are also asked to use the internet on a regular basis to do research and the web is used in instruction regularly as well. In addition students are required to do more oral presentation to enhance their speaking skills that are so vital to being a successful professional in this area. Research indicates that employers are hiring new graduates that have strong interpersonal communication skills including spoken, written, listening, and presentation skills.

Another area which the program hopes to expand the educational opportunities for its students is at the Holiday Inn Conference Center and the new Rankin Center complex. With the change in the management structure of the Holiday Inn and Conference Center, the program has new challenges but also new opportunities. The challenges come in the need to build working relationships with new managers and parent company: American Hospitality Management, Inc. (AHM). AHM, formed in 1999 and based in Cheboygan, has 25 properties in 9 states, including 8 in Michigan. The company is a nationwide, award-winning, hospitality management group that services limited and full-service hotels, extended stay and resort properties. The opportunity is to have our students more deeply involved in "hands-on" learning with a company that has a reputation for excellent service. Faculty in the program used caution in involving students with the previous management team, as the experience was not always positive or representative of what good service should be. It is our goal this year to integrate the hands-on activities of the Holiday Inn Conference Center more actively into our hospitality courses.

Faculty members are also committed to utilizing blackboard, web conferencing, multi-media, and other forms of technology to enhance students' exposure to industry specific tools and applications such as front office and food cost control programs.

As a means of expanding the diversity experiences of students, the Hospitality Management Program has maintained exchange program opportunities with the following international

colleges: Netherlands, Saxion (Hogeschool) Deventer, France, Groupe ESC Troyes en Champagne, Finland, Hank, New Zealand, East Institute Technology. These relationships will continue and additional agreements are being sought. Currently, Yasar University in Izmir, Turkey, is being considered to add to this list. Hospitality Management students have participated in short term study abroad programs, however have not yet sought the opportunity to study away in the international semester-long programs (outside of international internships). This may be due to the added costs of travelling abroad. The College of Business is currently developing a COB Student Travel Fund to offset the cost of such learning initiatives.

These goals represent the combined vision of the faculty and the highly diverse HMP advisory board consisting of over 20 members from all areas of the hospitality industry. The goals are in harmony with the labor need forecasts that are developed by the American Hotel & Lodging Association, the National Restaurant Association, the Occupational Outlook Handbook, and the U.S. Department of Labor. Since the program goals are a direct result of the anticipated labor needs of the marketplace combined with the academic preparation levels that the advisory board and faculty have developed, the goals are as close to being as cutting-edge as possible.

The HMP instructors have embraced a learner-centered approach to instruction, increasing the involvement and responsibilities of students. The research for effectiveness of learner centered teaching (LCT) in adult education has been well documented and is growing in popularity in higher education communities. LCT has been increasingly encouraged because it emphasizes the use of multiple methods for creating students' neurological connection to material and recall. LCT also shifts the role of the instructor from supplier of information to facilitator of learning. HMP faculty members are well read and practiced in LCT techniques.

As explained in the next section of this review document, the Hospitality Management Program's goals fit well within the Ferris mission. The Hospitality Management Program Mission reflects the specific mission of the College of Business: to be learner-centered and responsive to changes in workforce needs and building good relationships with industry partners. These are things that the Hospitality Management Program does exceedingly well.

B. Program Visibility and Distinctiveness

The Hospitality Management Program combines hands-on, real world educational experience with challenging academic coursework. Graduates are not only work ready, but also prepared for rapid advancement in their careers. The Hospitality Management Program is housed in the College of Business, making students more marketable and better prepared for work in all aspects of the hospitality industry. FSU Hospitality is distinct from competitors' programs because of its holistic approach to hospitality management education. While students at a leading competitor, for example, focus on the theory and practice of administration of hospitality services, students at Ferris learn this along with technical skill sets needed to effectively lead by example.

Each FSU hospitality instructor, regardless of campus, demonstrates dedication and passion for student success and the hospitality industry. Each faculty member is current in industry certifications, the newest practices, and takes advantage of professional development

opportunities in order to provide a high quality of instruction for the students. Furthermore, highly competent and personal student advising is offered by the program faculty for both academic progress and job placement. Evidence of this can be seen in the student program evaluations. This sets FSU Hospitality apart because the connections formed with students through excellent advising and career placement assistance, the core of HMP success in growth and development, emphasizes the importance of professional relationships to students. The hospitality industry is highly dependent on networking and developing positive connections.

Multiple degree paths are options for students and laddering opportunities for 2+2, 3+1, and 1+1, now available with our educational partners. This flexibility is unique and not found in most other four year colleges or universities. Currently we have a successful model of offering classes at a career technical center as dual enrollment and concurrent enrollment. The partnership with Ferris State University (FSU) and Kent Career Technical Center (KCTC) in Grand Rapids, Michigan, provides high school students with college experience and college credit while they attend KCTC. Currently, students are earning as many as 21 credits while still at KCTC.

The HMP has a strong national and international internship program which rivals any other college in the country. The guidelines for the internship experience developed by FSU Hospitality are used as a model by the Council on Hotel, Restaurant, and Institutional Education (CHRIE) and by the Association of Nutrition Professionals (ANFP), accrediting body of the Dietary Food Service Management Associate Degree program.

The HMP's Associate of Applied Science Degree in Dietary Food Service Management is the only accredited Michigan degree program through the ANFP. Market analysis indicates an already huge (and increasing) need for certified dietary managers in Michigan and throughout the United States. Furthermore, with stricter policies on institutional food service operations, managers are needed who understand current safety and sanitation regulations in relation to patient health requirements.

Through relationships with numerous industry organizations, the HMP's Advisory Board members and alumni, students are provided over 15 scholarship opportunities. In turn, Ferris' HMP receives marketing and recognition for producing these outstanding students. A list of scholarships and award winners is provided in the "Quality of Student" section. The HMP has a strong advisory board committee and supportive alumni with great industry diversity and strong local support who routinely present opportunities for students (see Appendix F). Having marked the 50th year in 2012-2013, the HMP has nearly 2,000 alumni, and active advisory board members, who assist HMP students with finding internships and full-time employment. This year's newest advisory board members will assist with further development of the Dietary Food Service Management program and assist students with interest in the casino/resort industry.

The HMP offers minor and certificate programs that reflect the cutting edge of industry needs and student interest. An example of this is the Special Event & Meeting Planning certificate and minor. U.S. Bureau of Labor Statistics reports that this area has become one of the fastest growing new career fields in recent years.

Since 1991, the HMP has staged a formal benefit dinner and silent auction as an annual signature gala event for the program. Guided by faculty and a team of experienced hospitality professionals in management areas such as sales, marketing, catering, culinary and operations, students effectively plan, organize, execute and facilitate this event. Funds raised from the gala event support educational development initiatives for both HMP students and faculty including increased student attendance at hospitality conference and trade shows, student endowment, future gala events, industry field trips, and support for faculty professional development opportunities.

The Ferris State University HMP is well known across the nation for producing top notch graduates. Students are required to participate in a minimum of two 400 hour internships prior to graduation. Each year, many students accept paid internships both locally and nationally. A few students had the opportunity to intern abroad during the 2012- 2013 academic year in Hong Kong and in Switzerland.

A majority of our hospitality students, through our five industry specific student-professional organizations, have made significant contributions in the local community and through national campaigns. The registered student organizations include: the National Association of Catering Executives (NACE), Club Managers Association of America (CMAA), Eta Sigma Delta (ESD), Professional Convention Management Association (PCMA), and National Association of Minorities in Hospitality (NSMH). These organizations provide many occasions for students to develop leadership skills while providing opportunities to attend conferences, compete for scholarships, develop professional networks, and become immersed in the hospitality industry. Research indicates that students who develop relationships within their field of study are more likely to obtain employment and a higher salary upon graduation. Many of our students have benefited greatly from membership and participation in these organizations.

Main Competitors

There are over twenty universities and colleges offering hospitality in the State of Michigan at the two and four year levels.

Among these two year degree competitors are:

- *Grand Rapids Community College - Secchia Culinary Institute*, offers Associate Degrees in Culinary Management, Culinary Arts, and Pastry Arts
- *Muskegon Community College - Culinary Institute of Michigan*, Associate Degrees in Baking & Pastry, Culinary Arts, Food & Beverage Management, and (New) Bachelor Degree in Food & Beverage Management.
- *Traverse City - Great Lakes Culinary Institute*, Associate Degree in Culinary Arts Management

Students looking to study purely culinary arts are attending community colleges that offer these specific degrees. Many of these two year culinary graduates will transfer to FSU and complete their bachelor's degree in hotel or resort management. The FSU Hospitality Management Program is located within in the College of Business and includes a solid business core. This is a strength, but is also true of CMU and MSU. However, Ferris' Hospitality Management Program

is deemed by many to do a better job of linkage with the workplace through development of both soft and technical skill sets.

Among these four year degree competitors are:

- *Grand Valley State University - College of Community and Public Service, Bachelor Degree in Hospitality Tourism Management,*
- *Central Michigan University - College of Business Administration, Bachelor Degree in Marketing & Hospitality,*
- *Michigan State University - Broad College of Business, Bachelor Degree in Hospitality Business*

The universities listed above have a few distinctive programs and advantages that Ferris does not. Michigan State University provides Executive Development programs for various professional organizations and has the Real Estate & Development Institute specifically related to hospitality. MSU also highlights entrepreneurship and international relations within the industry. Grand Valley has courses in Adventure Tourism and Commercial Recreation Systems and is built upon GVSU's tradition of providing a liberal arts education (non- business concentration). Central Michigan University's program focus is Marketing and Hospitality Services Administration.

Ferris's Hospitality Programs have existed for over 50 years. Although offering a broad range of courses and degree options tailored toward student and market demands, faculty to student ratio is approximately 1:30 and classroom size is generally 20- 30 students smaller than at the three competing larger universities. Faculty members personally advise each individual student. Students are fully engaged in experiential learning opportunities as these are infused within the course syllabi; examples being the Gala Annual Fundraising Benefit and the International Beer, Wine, and Food Festival. Ferris's HMP is beginning to broaden relationships internationally.

C. Program Relevance – Appendix D

Hotels and Lodging (referred to as accommodations) accounts for 2.0 million jobs in the United States (91,671 jobs in Michigan) and revenue of over \$150 billion (\$38.1 Billion in Michigan sales). According to the Bureau of Labor Statistics, 8.8% of all of the jobs in Michigan are related directly or indirectly to the lodging industry. Starting wages average \$46,880 annual salary.

According to Michigan Restaurant Association, jobs in the restaurant industry continue to outpace overall job growth by 2:1. The restaurant industry remains the nation's second largest private sector employer with a workforce of nearly 13 million (which is almost 10% of the entire U.S. workforce. In Michigan, restaurants employ approximately 375,000 people. The starting wage for restaurant management averages \$48,130/year and is expected to hold fairly consistent as is the need for qualified employees.

Special Event & Meeting Planners are designated by the Bureau of Labor Statistics as one of the fastest growing occupations in the United States; with an expected increase of over 44% in the

next 5 years. With a college degree and minimal experience, event planners are starting in salaries around \$45,000/ year. As trade increases internationally and corporations are re-designing how they do business to compete within the new economy, coordinators that can bring together people and resources are in huge demand.

And catering to a new niche in the hospitality industry, Dietary Food Service Management graduates are being prepared to find employment in the occupation that has a faster than national average growth rate of 20%. With a college degree and certification, the average starting wage is over \$50,000/ year as the need to accommodate health considerations has (and will continue to) increase(d).

The HMP continues to find innovative ways to keep current with the changing needs of the industry and to position students for successful careers relevant to them.

Dealing with Change

The two most important sources for keeping the HMP up to speed with the ever-changing environment of the industry are its over 2000 alumni and its impressive Industry Advisory Board. These two groups have their collective pulses on what is happening in the industry and regularly report their findings to the faculty of the program. For the last APR, input was given from these two groups to add the Club Management and Special Event & Meeting Planning minors. The results have been overwhelmingly positive, with enrollment continuing to grow and graduates successfully finding jobs in the industry.

Today's hospitality industry workers need to be comfortable with technology, from creating a profit and loss statement in Excel, or creating a training program in PowerPoint, to being familiar with point-of-sale computer systems. To prepare the next generation of hospitality industry leaders, the HMP continues to support faculty and student to attend state and national conferences, serve on advisory committees, and maintain industry certifications.

Why Students Enroll in the Hospitality Programs

A comprehensive survey was done of the currently enrolled hospitality students with assistance from Institutional Research and Testing in March 2013. A complete copy of the survey and results can be found in Appendix A.

The students were queried first about advising support. Over 97% indicated that the advisor's availability and willingness to help were at the good to excellent level with two-thirds of those responding indicating excellence. We begin with this finding as it is evidence of one of the powerful reasons why students choose the Hospitality Management Program. The goal to give students excellent service is conveyed to students and parents and is shared by word of mouth between enrolled students and their friends in other programs, as evidenced by the number of internal transfers that the program receives.

When asked about instructional quality the response was 92% good to excellent. Faculty competence response was 97% good to excellent. The availability of internship opportunities (which are all paid internships) again was 90% good to excellent. When asked if they were well prepared for entering the industry the response was 97% good to excellent.

D. Program Value

Value to Ferris State

The Hospitality Management Program mission and goals coincide well with the role and mission of Ferris State University. The HMP prepares students for the second largest revenue-producing industry in the State of Michigan. The combination of theory and hands-on practice that makes up the educational fabric of the program is completely in tune with industry expectations. The program serves students on all academic levels from those needing an opportunity to those seeking to be the future general manager of a Marriott or Hyatt hotel. The five degree paths plus the availability of minors and certificates offers students career opportunities in dozens of industry operations from starting their own restaurant to managing a K-12 or hospital food service operation to being a general manager of a major resort.

The HMP requires all of its students to fulfill the core business and general education requirements. Hospitality graduates complete the College of Business core courses—four (4) courses for the A.A.S. degree, ten (10) for the hotel and resort degree. The program provides the beverage management course to all PGM students (as the PGA of America requires this course for golf graduates) and to many students in the Tennis and Small Business Management programs. The use of laddering (2+2) is available for students with an associate degree who are seeking a degree in Hotel Management.

Value to Students

Students entering the HMP are given a range of opportunities to experience the industry first-hand. Five different student organizations are available with faculty members acting as advisors for each of them. Each organization focuses on a special aspect of the industry operations and each provides leadership opportunities, travel to national conferences, and local involvement in charity activities. Students complete two 400 hour internships in which opportunities exist to work at properties around the world. Students in DFSM are required to do an extensive internship in alignment with the accreditations standards of ANFP in preparation for a Certification Exam upon graduation. These internships often are the stepping stones to employment. The program faculty also takes the students to many food and hotel shows in order to introduce them to industry employers and expose them to the enormity of the multi-billion dollar industry. All of these opportunities exist because the instructors go above and beyond simply teaching a course to ensure that students have the best preparation possible for entry into the hospitality industry.

Value to Employers

Students in each of the HMP degree programs are required to complete an internship prior to graduation. Those seeking baccalaureate degrees must complete two of these internships. Each year, every student that participates in an internship completes a detailed report of his or her experiences. Part of that report is specific input from the supervisor/manager of the intern about the value this student provides the business/property where he or she worked. This constant flow of information from employers is the most meaningful assessment of the value our students have to employers. From this feedback, the HMP is able to determine if students are being properly prepared for a work experience. The value to employers is also chronicled by input from alumni who regularly hire new hospitality graduates. These alumni are first-line witnesses to the level of readiness of students. Finally, information about students' value is garnered from the Advisory Board as many of its members hire FSU HMP students when they graduate. The program placement rate of slightly over 97% is also evidence that the HMP is meeting the needs of employers.

Value to External Entities

Most of the information regarding this area can be gleaned from the vitas of the faculty. One of the most significant contributions is the work Program Coordinator Julie Doyle does as Chair and Director of the annual Hospitality Career and Internship Fair sponsored by the Michigan Hospitality Educators Alliance (MIHEA). Another instructor, Karyn Kio, is the assistant Chair and Director of this event. This career fair offers opportunities to all Michigan colleges and universities in which their students are able to meet with over 30 companies seeking interns and full-time employees. The HMP continues to collaborate with the needs of the community by working with the FSU Student Affairs and Mecosta Chamber of commerce to offer TIPS® training (alcohol awareness certification workshops). This initiative is an outreach to increase responsible serving and consumption of alcohol. TIPS® offers concrete benefits for establishments, staff and community. The FSU Student Affairs Office has partnered with Mecosta County Chamber of Commerce and has been sponsoring the TIPS Certification on premise to all establishments that sell serve or consume alcohol. This community outreach started over a decade ago, and FSU will continue to support this effort. Julie Doyle has been giving these seminars twice a year. Currently the Hospitality Management Program has three faculty members trained to be master trainers: Program Coordinator Julie A. Doyle, Lianne Briggs, and Katherine Wolfer. In addition to TIPS®, the entire faculty and staff is active in their professional organizations and all advise student organizations. Students volunteer to work several major food functions in Grand Rapids, sometimes serving alongside other industry professionals as many as 5000 guests. Through a long-standing relationship with DeVos Place and the Amway Collection of Hotels, Ferris's HMP is sought to help fill staffing needs for major events. This is testament to the reputation of our quality programs and the professionalism exhibited by our students.

Value to State of Michigan

The Hospitality Management Program has articulation agreements with 15 community colleges across the state of Michigan. The HMP faculty have served and (currently serve) in leadership roles for several of the state and national professional organizations (see Appendix E and F for faculty credentials), which allows them to regularly interact with colleagues from other programs across the state and nation. The hospitality industry is so massive that even with several other state colleges and universities offering programs, the total number of graduates each year falls far short of industry needs.

Value to the Local Community

Our students and faculty make strong contributions through donations of goods and services. HMP is keenly aware of its responsibility to the local and state community. Program faculty and students assist with fundraising initiatives which include Relay for Life, the American Cancer Society, Susan G. Komen Breast Cancer Foundation, and United Way. HMP also provides donations to WISE, the Senior Community Center, MOISD Career Center, and Tots Place Childcare Facility. Students have assisted with planning and coordination of the annual Big Rapids Christmas Parade and provided Thanksgiving dinner for community residents. On a regular basis, the HMP has hosted state conferences for vocational educators in food service areas. The program, through its internships, provides many smaller establishments in the five-county area highly qualified students to work in their businesses, providing a much needed qualified labor force locally. The program faculty and students also assist other community groups and student organizations with coordinating dinners as small fund raisers for their groups.

Value to the Nation

Although much of the focus of the program is in the State of Michigan, the program does have an impact on a larger stage with a network of highly qualified alumni operating nation-wide, serving both the hospitality industry and their local communities. Many of these alumni offer internship and full-time employment opportunities to hospitality students. The HMP is also recognized nationally for its well-developed internship program, using the Ferris guidelines of ensuring that an internship is both a valuable work experience and an educational experience. The HMP's internship guidelines are being used as a model by the national professional organization, CHRIE. In addition, Hospitality students have internship opportunities nationwide and internationally.

Section 2

Collection of Perceptions - Appendix A - Surveys

Currently, the College of Business Dean's Office conducts surveys of each graduating senior; the **Graduate Exit Survey**. The Educational Benchmarking, Inc. (EBI) survey results will be available through the Dean's Office in the near future.

The Hospitality **Student Survey** was utilized to obtain feedback on every facet of student interaction with the program. The highlights of the survey resulted in good to excellent ratings for advisor availability, willingness, and quality, all above 90% of respondents. We also see strong satisfaction scores for quality of instruction, quality of internship experiences, and industry immersion with scores of those responding being nearly 90%. Opportunities for improvement from the student perspective include more current facilities, more involvement in industry specific RSO's, and the student organizational structure of the Gala fundraiser event (which has been changed for the upcoming 2014 Gala).

The Hospitality **Alumni Survey** also highlighted advisor availability and willingness with 93.8% of respondents rating these categories as excellent. We also see from this group a very strong positive response regarding career opportunity exposure and quality/quantity of internships, in-class speakers, and tradeshow. Questions regarding career development, preparation, and job search assistance by faculty all received satisfaction ratings well over 80%. Another important response is based on 81.2% of respondents finding value in their required internships with only 3.1% strongly disagreeing.

The Ferris State University **Faculty Survey** revealed strong scores in the program's consistency with the FSU mission, relevance of courses, and current revisions of curriculum. Scores also indicated that 87.5% of respondents said that the faculty provided strong academic and career advising. Over 85% of respondents indicate they agree that the program's students are prepared to enter the workforce and conduct themselves professionally in classes. Faculty comments positively focused on the value of the required internship for the program and the dedication of the program's faculty. A need for additional tenure track faculty and administrative support to support a growing HMP is also evident through faculty feedback.

The **Employer/Internship Survey** indicates an above average score for every category. Highest scores were found to fall within employee cooperativeness, honesty/integrity, dependability, and a willingness to learn. Strong scores were also found in quality of work, enthusiasm, and communication skills. The general knowledge and understanding of business rating was also above average. Through this survey, HMP also discovered preferred streams of communication with business and industry through technology networks.

The **Advisory Board Survey** provides an opportunity for industry input on the status of the program. The results state that 100% of respondents agree that faculty are providing appropriate academic and career planning advising with 92% indicating students are well prepared to enter the workforce with a foundation for multiple career possibilities. Over 91% of respondents indicate internships to be varied and of high quality. Per one respondent, "Dedicated faculty &

staff. Diverse curriculum & internship program. Offers a diversity of program options to meet student interests.”

Advisory Board members stress a need to continually focus student learning on “Critical thinking, organization, planning & time management, analytics & communication & problem solving. The Gala experience has helped the students to grow in these areas but more is needed.” Another advisory member commented positively as, “Faculties {sic} ability to do wonders on a shoe string budget. Much accomplished by far too few. Energy of the faculty & dedication to student success. Giving good direction and building skills.”

Section 3

Program Profile

A. Profile of Students - Appendix B

1. Student Demographic Profile

Based on the student demographic profile and the continued rising costs of education, the course offerings have been adjusted to accommodate work schedules and outside commitments. Curriculum offerings have mainly stayed in a traditional format, but several courses are now being offered in mixed delivery, fully online, evening, and at our off campus locations.

Offering classes on the main campus face to face as well as offering online classes during the summer meets the needs of our student profile at this time. Hospitality courses are also available at our offsite campuses in Traverse City, Grand Rapids, and Flint. These offsite course offerings bring convenience to students who otherwise would be unable to attend because of various reasons which may include family, finances, or employment. Furthermore, this allows Ferris to partner with other institutions by providing students an opportunity to advance their education by laddering into Ferris' HMP.

2. Quality of the Students

In addition to ACT and GPA's of students entering the program, certifications, earned, as well as career center participation, are evaluated. NOCTI exams, advanced placements testing, and CLEP exams are available for students in order to place each individual student in an appropriate course plan for their program

Furthermore, all Hospitality students are required to work and participate in the annual Hospitality Gala, which is an authentic learning experience in all aspects of the hospitality industry from meeting planning, to food preparation, to service with a smile. As a direct result of the relationship between the current faculty and staff in the department with all of the hospitality students, the gala has become an outstanding educational experience providing the optimum in experiential learning. It has grown in scope and complexity from a fundraising event to a structured "corporation." Student involvement includes front of house service, décor, special services, as well food preparation, valet, silent auction, etc. to produce an event that far exceeds attendee expectations. This event has produced significant profits annually for over twenty years.

In the following, you can see from the awards and scholarly activities that our students are very active and highly regarded within FSU and among hospitality industry professionals.

Student Awards and Recognition

2013

FSU Torchbearer Recipients - Taima Dry, Gabrielle McMaster
FSU COB Excellence Awards - Gregory Priester, Taima Dry, Abigail Harrold
Michigan Campus Compact Heart and Soul Award – Taima Dry
Michigan Campus Compact Commitment to Service Award – Kathryn Douglas
NACE Epic Awards Rising Star – Kathryn Douglas
KCLA Scholarship – Heather Perry, Katelyn Romzek
NSMH Midwest Chairperson – Gabrielle McMaster
Nominated Seasonal Associate of the Year, The Homestead Resort – Allison Modreske

2012

FSU COB Excellence Awards - Christopher Dennis, Brandi Kushuba
NSMH Midwest Chairperson – Gabrielle McMaster
AHLA Scholarship – Andrew Bogart, Chelsie Desmond
MLTA Student Ambassador & Pure Michigan Conference Worker – Rachel Robb
FSU Hospitality Scholarships:
Canteen - Kayla Bemiss
Cobb – Greg Priester
Drueth – Kimberly Outinen
Dykstra – Allyson Wetter, Heather Perry, Kelsey Beson, Carmen Howard, Kathryn Douglas, Garrett Taylor
Garrison – Abigail Harrold, Leslie Smith
Rettell – Timothy Burke
Zerocrats – John Marshall

2011

FSU Rising Star Recipients - Gabrielle McMaster
FSU COB Excellence Awards - Hannah Baker, Margaret Smith, Kaleb White
MLTA Scholarship – Carmen Howard
NACE Epic Awards Rising Star – Jessica Nederhoed
NACE Foundation Scholarship – Jessica Nederhoed
PCMA Student Scholarship – Brandi Kushuba
AHLA Scholarship – Taylor Doty, Brandi Kushuba
FSU Hospitality Scholarships:
Canteen - Megan Cynowa
Cobb – Timothy Burke
Drueth – Andrew Hunt
Dykstra – Leslie Smith, Carmen Howard, Taylor Doty, Brianne Staley, Chelsea Desmond
FSU Dining – Raquel Parker
Garrison – Brandi Kushuba, Greg Priester
Rettell – Jennifer Hager
Zerocrats – Jessica Rosloniec, Kayla Bodary

2010

FSU COB Excellence Awards - Kelly Ann Poirier, Kaitlin Russell, Stephanie Salow

Michigan Campus Compact Heart and Soul Award – Tiffany Beckmann

Michigan Campus Compact Commitment to Service Award – Rebecca Wardach

AHLA Scholarship – Leanne Davidson, Kaitlin Russel

PCMA Student Scholarship – Brandi Kushuba, Claire VanBeek

NSMH National Chairperson – Yomi Egeelye

FSU Hospitality Scholarships:

Canteen - Jackie Norey

Cobb – Claire VanBeek

Drueth – Kaitlin Russell

Dykstra – Amanda Prill, Kaitlin Russell, Kyle Gordon, Marissa Needham

FSU Dining – Kelli Forrest

Garrison – Brandi Ballard, Rebecca Wardach

2009

FSU COB Excellence Awards - Elis Rigoli, Ryan Paquette

PCMA Education Foundation's Roy B. Evans Scholarship – Alitta Hren

FSU Hospitality Scholarships:

Canteen - Rebecca Wardach

Cobb – Brandy Ballard

Drueth – Claire VanBeek

Dykstra – Kyle Gordon, Amanda Prill, Kaitlin Russell, Kelli Forrest

FSU Dining – Kelli Forrest

Garrison – Kaitlin Russell, Marissa Needham

Rettell – Justin Bloss

Zerocrats – Jackie Norey

2008

FSU Rising Star Recipients - Leanne Davidson

FSU Torchbearer Recipients - Erica Rogerson

FSU COB Excellence Awards - Chris Pulver, Ashely Corbiere, Dawn Myer, Scott Lewis,

Jennifer Lizbinski, Amy McKinley, Erica Rogerson

Michigan Campus Compact Heart and Soul Award – Elizabeth Block

Michigan Campus Compact Commitment to Service Award – Erica Rogerson

FSU Hospitality Scholarships:

Canteen - Audra Budzynski, Marissa Needham

Cobb – Abayomi Egbeleye, Audra Budzynski,

Drueth – Amy McKinley

Dykstra – Nereida Morales-Perez, Audra Budzynski, Jessica Martinez, Scott Firman

FSU Dining – Tommy Wyant, Jessica Martinez

Garrison – Scott Firman, Erica Rogerson

Zerocrats – Tommy Wyant, Kaitlin Russell, Ashley Corbiere, Elizabeth Block, Rebecca Wardach

2007

FSU Rising Star Recipients - Elizabeth Block

FSU Torchbearer Recipients - Joseph Madison, Alissa Pasant

FSU COB Excellence Awards - Benjamin Powell

PCMA Chairman's Scholarship – Erica Rogerson

FSU Hospitality Scholarships:

Canteen - Audra Budzynski, Amy McKinley

Cobb – Amy McKinley

Drueth – Amy McKinley

Dykstra – Christopher Olson, Tommy Wyant, Kaitlyn Russell, Ashley Corbiere, Melinda King, Erica Rogerson

FSU Dining – Marissa Needham

Garrison – Nerieda Morales-Perez, Melinda King, Marissa Needham

Zerocrats – Audra Budzynski, Scott Firman, Elizabeth Block, Rebecca Wardach

3. Employability of Students

HMP graduates indicate 97% have found full-time employment or chosen to pursue graduate studies. The faculty, through their advising and networking, provide career assistance and placement assistance. Each HMP student is required to complete two internships which result in full time placement after graduation for many students. In addition, students from the five professional organizations attend national conferences that offer opportunities for interaction with many potential employers.

Current information from the alumni office shows that over 87% of alumni remain in the hospitality industry after graduation and that 79% remain in the State of Michigan. Additional educational training (certification and/or masters degrees) beyond the initial degree being pursued is less than 10% annually.

B. Enrollment - Appendix B

The anticipated 2013 Fall Semester enrollment for the Hospitality Management Program is 165 students.

Enrollment - Majors							
Program (Fall)	2007	2008	2009	2010	2011	2012	
Hotel Management B.S.	23	13	10	11	7	7	
Hotel w/ Restaurant B.S.	35	37	48	57	41	44	
Resort B.S.	88	92	85	83	79	75	
RFIM A.A.S.	32	33	27	23	18	28	
DFSM A.A.S.					4	10	
<i>Not included * Off-campus Enrollment</i>							
Enrolled Majors	178	175	170	174	149	164	
		-1.7	-2.86	2.35	-14.37	10.07	
Degree Enrollment %	B.S.	82.02%	81.14%	84.12%	86.78%	85.23%	76.83%
	A.A.S.	17.98%	18.86%	15.88%	13.22%	14.77%	23.17%

C. Program Capacity

Supporting three bachelor degrees, two associates, three minors, and seven certificates, as well as the ongoing development of off campus degrees at three sites and the unique partnership with KCTC and based on the current (2013) FT faculty, availability of adjunct, clerical status, facility, and funds earned by the annual fundraising gala event, the optimal program enrollment should not exceed 200 students (including off campus students) without additional resources. Projected enrollment for Fall Semester 2013 is 202 students if main campus and off campus enrollment numbers are combined.

D. Retention and Graduation - Appendix A

HMP is located in West Commons, sharing a building with Public Safety. Traffic flow in and out of this building is constant, 24 hours a day, 7 days a week. Signage, brochures, and marketing tools have been displayed for anyone coming or going from the building, advertising the Hospitality Management Program. The high traffic flow into Public Safety provides excellent visibility to on-campus students. The program coordinator, as well as other faculty, regularly participates in events and organizations seeking to promote Ferris State University’s HMP. Classes on the main campus are offered each day during the work week. There are multiple entry points into the degree programs and laddering 2+2 options are available for all two year degrees. New initiatives have begun offering our HMP degrees and certificates to campuses in Grand Rapids, Traverse City, and Flint.

E. Accessibility for Students

Entry points for students include:

- Main Campus: Enter as FTIAC, internal transfer, external transfer
- Off Campus Sites: 2+2, KCTC dual enrollment & concurrent enrollment
- Transfer: Internal & external
- Proficiency Testing: For work experience

To accommodate accessibility options for students, courses are now taught through mixed delivery, fully online, & traditional face to face courses available at multiple locations throughout the state.

Visibility

As the committee knows, the FSU off-campus programs have their own marketing programs which help attract students to our offerings. In addition, the Hospitality Management Program Coordinator makes visitation to classes on all off campus sites to discuss opportunities available for hospitality students, attend open houses that are held each semester, and attend award ceremonies. Alumni and board members serve as ambassadors for the program, regularly speaking in classes and offering internship opportunities. In addition, Ferris Grand Rapids has hired the main Grand Rapids hospitality instructor, Karyn Kiio, as an advisor specifically hired to promote the HMP and support our students at the Grand Rapids locations and to bridge the relationship with the main campus.

In regards to instruction, adjunct faculty members need to be hired for each off-campus site. This process is done by the off campus sites with the approval of the main campus Program Coordinator. Computer resources are always a concern as the assigned classrooms of off campus sites don't always have up-to-date computer resources or immediate technical support when problems arise.

Our program goals can be best achieved through efficient resources and materials. Having marketing resources available has been a great value to the Hospitality Programs. The greatest assistance has been having an instructor/advisor who has been working with KCTC and Grand Rapids for several years now; Karyn Kiio has helped to grow program enrollment and effectiveness.

Negative effects are that off campus students do not have access to the student organizations, the service learning initiative gala and the majority of the faculty for mentoring. Therefore, additional personnel resources to help bridge these off campus relationships would be beneficial.

F. Curriculum – Appendix C

HMP bachelor degrees require the business core consisting of 10 classes / 30 credits; General Education courses equate to a minimum of 45 credits; and the Major courses range from 28-31 credits. There are no hidden prerequisites. Each of the degrees within the HMP has been

reviewed and revised since the last program review. With data and input from alumni, advisory board, and industry changes, the **Resort Management degree** has changed. The Resort Management major courses reduced total credits from 124/130 to now 120/122; new concentrations have been added (that result in minors) and concentrations that showed low enrollment have been removed. The Hospitality Management Program also added Special Event & Meeting Planning, Club Management, and Sports, Spa & Entertainment Operations, with the deletion of Marketing, Lodging, Facilities Operations and Facilities Planning Management.

The **Hotel Management bachelor degree**, historically a 2+2, has a Hotel Management core equating to 65 credits beyond the associate degree. Based on alumni, advisory board, and student demand, a new stand-alone Hotel Management Degree was developed. The new 2+2 configuration is now known as **Hotel Management with an AAS in Restaurant & Food Industry Management**. This allows the student to take the Hotel/Restaurant Major courses of 28 credits, and then select an additional 18 credits of elective courses, 9 in the Restaurant & Food Industry category, and 9 in the Hotel Management category.

The **AAS Restaurant & Food Industry Management** degree had the following changes: Credits reduced from 69 to 62. New courses added into the Restaurant major and Professional Component: RFIM 101 Orientation to Hospitality Programs, RFIM 227 Industry Exploration, MGMT 301 Applied Management, MGMT 373 Human Resource Management, and new classes into the Elective Courses category; RFIM 111 Principles of Food Science, RFIM 127 Principles of Cooking & Baking, as well as RFIM 226 Cuisines of the World. Classes deleted were: RFIM 299 Quantity Food Management, MKTG 321 Principles of Marketing, ACCT 202 Principles of Accounting 2, RFIM 110 Introduction to Hospitality Industry and HLTH 125 Responding to Emergencies.

The **AAS Dietary Food Service Management** degree requires 60/62 credits. It includes 9 credits of communication courses, 13-14 general education core credits, 6 business core credits, and 32 required credits in the DFSM concentration. This program was designed to fulfill the educational qualifications for students to sit for the ANFP's Certified Dietary Manager Exam upon completion.

G. Quality of Instruction

The professional interaction that the HMP faculty have with their students is unmatched at FSU. Highly competent and personal student advising is offered by the program faculty for both academic progress and job placement. The relationships formed with our students by offering excellent advising and career placement assistance is at the core of our success in growing and developing this program. Evidence of this can be seen in the student program evaluations. Each faculty member advises one of the student organizations which are very actively engaged in national club activities and also participate in on-going development opportunities through the Faculty Teaching and Learning Center. Refer to Surveys in Appendix A, and Vitas in Appendix E & F.

H. Composition and Quality of Faculty – Appendix E & F

The faculty members have continued to update their teaching and professional skills. The program faculty as a whole has adopted a learner-centered approach to teaching. Help with this undertaking came directly from the Faculty Center for Teaching and Learning at FSU. Instructors are completely engaged within the industry through affiliations and memberships in numerous professional organizations.

The Program Coordinator has a .5 release to direct the activities of the program and a .5 teaching load each semester. The coordinator also takes a 1 credit overload (fall only). All other fulltime faculty members teach 12 credits fall semester and 12 credits spring semester (normal load). The program has one full-time temporary instructor who teaches a normal 12-12 load. The program has typically two to three adjuncts both fall and spring.

In regards to recruitment, the program uses M-live, Chronicle of Higher Education, Hospitality Educators Alliance and alumni. Through the COB accreditation, faculty must have a minimum of a master's degree in a hospitality related field, however exceptions to this requirement are made for adjunct faculty members who have specific skill sets needed in the hospitality area. Examples of these skills include culinary certifications and advanced industry skills. Experience teaching at the college or vocational level is required for a minimum of 2 years.

Like any program at FSU, the Hospitality Management Program would enjoy recruiting a more diverse faculty. It has been successful in hiring adjuncts that are Native American. Overall, however, it is challenging to hire minority instructors due to current demographics in Big Rapids.

The program assigns a faculty mentor to all new faculty members. The coordinator also strongly encourages them to attend the Faculty Center for Teaching and Learning's New Faculty Orientation Program. The Faculty Center for Teaching and Learning is available to support all instructors and to influence measurable effectiveness in teaching, advance scholarly activities, and promote innovation in teaching and learning. They offer support and services in instructional design, instructional technology, small group instructional diagnosis, as well as one-on-one expert assistance.

As a result of the Gala fundraiser held each year, monies are available to faculty for professional development and conference attendance. In addition, the program also receives FSUGR incentive dollars. When Gala funds cannot be used for professional development, faculty members may receive support from the COB. All faculty are encouraged to do professional development which enhances their awareness of issues of diversity. The HMP also supports the National Society of Minorities in Hospitality registered student organization, and various faculty members have served as the faculty advisor and have attended the national conference with the students.

The program has been very fortunate to keep its non-tenured track and adjunct faculty for many years. The instructors feel supported and enjoy the opportunity. The use of adjunct and non-tenure track instructors has been necessary given financial concerns at FSU. The Hospitality Management Program would like more full-time tenure track faculty but is pleased with the level

of high quality work received from non-tenured track faculty. On average, adjunct and non-tenure track instructors teach 30% of the hospitality semester course load; including courses at off-site locations. Accreditation requirements have been met.

The following is a list of Faculty Awards and Recognition (for tenured faculty) attributed to the hard work and dedication to the success of the HMP at Ferris State University.

2013

GALA Annual Fundraiser Faculty Coordinator – Amy Dorey
Health Communications Inc. Tips Trainer Award of Excellence – Julie Doyle
MRA Board (only university representation) - Julie Doyle
NACE Greater Detroit Chapter Faculty Scholarship – Amy Dorey
NACE Epic Award Rising Star Competition Judging Coordinator – Amy Dorey

2012

Air Force Hennessy Awards Judge – Lianne Briggs
Earned Doctor of Philosophy in Educational Leadership from Western Michigan University – Lianne Briggs
GALA Annual Fundraiser Faculty Coordinator – Amy Dorey
MRA Board (only university representation) - Julie Doyle
Pro-Start Judge – Julie Doyle

2011

GALA Annual Fundraiser Faculty Coordinator – Amy Dorey
MRA Board (only university representation) - Julie Doyle
NACE Epic Award Rising Star Competition Judging Coordinator – Amy Dorey
Pro-Start Judge – Julie Doyle

2010

FSU Outstanding Academic Award, finalist – Julie Doyle
MRA Board (only university representation) - Julie Doyle
Office of US Senate Carl Levin for TIPS Program Recognition – Julie Doyle

2009

FSU COB SYSTMSMA Award for Faculty Excellence – Amy Dorey
FSU Nominated Outstanding RSO Advisor of the Year – Amy Dorey
MRA Board (only university representation) – Julie Doyle
PCMA Nominated for Educator of the Year – Amy Dorey

2008

FSU Outstanding First Year Advocate, finalist – Julie Doyle

2007

FSU Distinguished Team Award, nominated – Hospitality Management Program
FSU Nominated Outstanding RSO Advisor of the Year – Amy Dorey

I. Assessment and Evaluation – Appendix H TracDat Reports & Curriculum Mapping

Listed below is an example of the HMP assessment mechanisms.

Resort Management Program graduates are expected to demonstrate the following program-level learning outcomes:

- Develop and execute strategies to address challenges confronting the hospitality industry
- Apply service marketing and management concepts relevant to the development and deployment of hospitality business service delivery systems
- Research, interpret, and apply current and emergent hotel and restaurant theory and practice to better achieve hospitality business goals
- Create, construct, and implement sales plans, marketing materials, and special event programs to promote hospitality business
- Develop, analyze, and execute basic accounting, budgeting, variance analysis, and financial operations as they apply to food, beverage, and lodging operations of a hospitality business
- Incorporate cultural, social, economic, and psychological context of food and nutrition in food and beverage operations of a hospitality business
- Develop and manage human resources required to meet the needs and goals of a hospitality business – including utilization of available strategic human resource alliances and developing trends in the hospitality industry
- Apply accounting and financial information to executive decision making in a hospitality business
- Apply quantitative methods, management information systems, and principles of the legal environment to a hospitality business

The assessment measures that are used, both direct and indirect, are listed below:

Direct:

- Portfolio
- Capstone project
- Certification exams (6)
- External evaluation of performance during internships

Indirect:

- Alumni survey
- Employer survey
- Student survey
- Job placement data
- Graduation rate

TracDat is used to record the alignment of specific, measurable student learning outcomes with course objectives. Outcomes are measured through many ways including students' ability to demonstrate knowledge, scores on comprehensive projects or presentations, feedback provided by internship providers, and through successfully passing certification exams with a score of 70% or higher (administered in several classes through external agencies). These courses include: RFIM 113, RFIM 207, HOMT 301, HOMT 305, HOMT 312, HOMT 404, and HOMT 405. External certifying agencies include Health Communications, Inc. for TIPS Alcohol Awareness, National Restaurant Association, ServSafe for Food Handler Safety and Sanitation,

and the Educational Institute of the American Hotel Lodging Association. The criterion for success is having 80% of the students score over 70%. Pre and post testing is also utilized to measure student learning.

Failure to achieve the success criteria by students and/or class are closely evaluated and course content and delivery is modified to be learner-centered. If needed, students are advised to seek FSU Services that are available for remediation. External agencies may allow students with non-passing scores to re-test for certification.

J. Service to Non-Majors

Because the HMP is the leading customer service training curriculum at the university, many non-hospitality majors find HMP courses, minors, and certificates invaluable to their degree programs and professional placement.

For the Professional Golf Management (PGM) program, we provide RFIM 207: Beverage Management. The PGA of America requires this course for the PGM students. This service course will remain constant. The relationship is very positive.

We offer all of our minors and certificate courses to all FSU students. (see graph below)

<i>Enrollment - Minors</i>	CLUB	RIHB	SEMP	TOTALS
2007	117	9	44	170
Majors	88	5	35	128
Non-Majors	29	4	4	37
2008	71	5	53	129
Majors	52	0	43	95
Non-Majors	19	5	10	34
2009	61	4	64	129
Majors	53	0	36	89
Non-Majors	8	4	28	40
2010	74	4	68	146
Majors	62	1	54	117
Non-Majors	12	3	14	29
2011	52	5	67	124
Majors	40	3	50	93
Non-Majors	12	2	17	31
2012	49	4	71	124
Majors	37	3	58	98
Non-Majors	12	1	13	26

K. Degree Program Cost and Productivity Data

The following classes are typically offered in the fall semesters:

RFIM 101 – Orientation to Hospitality Industry, RFIM 113 – Sanitation & Safety, RFIM 115 – Food & Labor Cost Control System, RFIM 204 – Food & Beverage Operations in Clubs, RFIM 207 – Beverage Management, RFIM 211 – Purchasing: Hospitality Industry, RFIM 227 – Industry Exploration, RFIM 229 – Dining Room Service management, RFIM 292 – Cooperative Education, HOMT 301 – Property Management & Housekeeping, HOMT 305 – Convention & Meeting Sales, HOMT 392 – Cooperative Education, HOMT 401 – Special Event Planning, HOMT 499 – Hospitality policies.

The following classes are typically offered in the Spring semesters:

RFIM 111 – Principles of Food Science, RFIM 113 – Sanitation and Safety, RFIM 114 – Menu Planning & Nutrition, RFIM 127 – Principles of Cooking & Baking, RFIM 204 – Food – Beverage Operation in Clubs, RFIM 207 – Beverage Management, RFIM 226 – Cuisines of the World, RFIM 229 – Dining Room Management, RFIM 292 – Cooperative Education, HOMT 301 –Property & Facilities Management, HOMT 305 – Hospitality Marketing/Executive Meeting Planning, HOMT 312 – Club Operations Management & Governance, HOMT 392 – Cooperative Education, HOMT 401 – Special Event & Meeting Planning, HOMT 403 – Hospitality Law, HOMT 404 – Front Office Procedures, HOMT 405 – Resort & Recreation Management/Tourism, HOMT 499 – Hospitality Policies & Issues.

The following classes are typically offered in the summer semesters:

RFIM 292 – Cooperative Education, HOMT 392 – Cooperative Education

HOMT Student Credit Hours for 2007-2012				
Year	Summer	Fall	Winter	F + W (a)
2007-2008	157	231	611	842
2008-2009	164	239	596	835
2009-2010	212	233	713	946
2010-2011	191	300	619	919
2011-2012	180	247	662	909

HOMT Full Time Equated Faculty for 2007-2012				
Year	Summer	Fall	Winter	Avg F + W (b)
2007-2008	1.26	1.2	2.45	1.82
2008-2009	2.25	.99	2.42	1.71
2009-2010	2.5	1.02	2.82	1.92
2010-2011	2.5	1.28	2.94	2.11
2011-2012	1.	1.53	3.09	2.31

HOMT SCH/FTEF for 2007-2012				
Year	Summer	Fall	Winter	F + W (a / b)
2007-2008	124.32	193.18	249.53	462.08
2008-2009	72.89	240.34	246.61	489.56
2009-2010	84.8	228.2	253.04	492.87
2010-2011	76.4	235.14	210.59	436.04
2011-2012	180	161.25	214.05	393.12

RFIM Student Credit Hours for 2007-2012				
Year	Summer	Fall	Winter	F + W (a)
2007-2008	57	753	467	1220
2008-2009	63	914	426	1340
2009-2010	51	944	460	1404
2010-2011	42	783	461	1244
2011-2012	39	747	527	1274

RFIM Full Time Equated Faculty for 2007-2012				
Year	Summer	Fall	Winter	Avg F + W (b)
2007-2008	.49	2.88	1.82	2.35
2008-2009	.25	3.59	1.86	2.72
2009-2010	.25	3.81	2.06	2.93
2010-2011	.33	3.55	2.58	3.07
2011-2012	.9	3.8	3.18	3.49

RFIM SCH/FTEF for 2007-2012				
Year	Summer	Fall	Winter	F + W (a / b)
2007-2008	117	261.07	256.02	518.23
2008-2009	252	254.91	229.53	492.51
2009-2010	204	247.84	223.60	478.67
2010-2011	127.27	220.31	178.45	405.38
2011-2012	43.42	196.67	165 .8	365.21

L. Administration Effectiveness

Faculty and staff in the Hospitality Management Program feel respected and heard by their administration. In the last APR, the HMP noted a need for a full time clerical person and another tenure track faculty position. The administration has recently approved this support, and these additions will begin in Fall Semester 2013. Kathryn Wolfer, a long time non-tenured fulltime instructor for the HMP has been hired into the new tenure track faculty position. As of Fall 2013, the Hospitality Management Program will have access to a full time clerical support person who will be shared with the Department Chair. This will be effective because HMP Professor Lianne Briggs will be taking on the responsibilities of the SEHM Department Chair.

Due to the increase in off-campus course offerings, the Program Coordinator's role has grown significantly with no additional release time. Program Coordinator Julie A. Doyle has been effective in beginning these partnerships and as enrollment increases, evaluation of workload and release time may need to be revisited.

Section 4

Facilities and Equipment

A. Instructional Environment

All of the HMP classes, with the exception of Hospitality Law, Cost Control Systems, and Front Office & Procedures, are taught in the West Commons (WCO) building. The HMP office and faculty offices are located in WCO Rooms 106 & 102. The three main classrooms are WCO 108, 109 & 110. The lab kitchen in WCO 108 accommodates 20 students with 10 cooking stations. WCO 109 is a standard classroom with seating for up to 36 students. WCO 110 doubles as both a classroom and dining room (when needed) with seating for 36 students or up to 75 dining guests. WCO 105 is the main kitchen, adjacent to the WCO 110 classroom. Outside of these four main areas are additional storage and a two- station computer lab for student use. Both WCO 109 and 110 are equipped with a faculty work station, internet access, screen, and overhead projector.

The main office and faculty offices are physically in good repair with recent paint. The office furniture has been replaced with newer items. Carpet was replaced and walls have all been repaired and painted since last review. WCO 106 has air conditioning, and the classrooms have conditioned air units. The West Commons lobby and the offices in WCO 102 do not have air conditioning or conditioned air. The Main Kitchen, WCO 105, has a new hood system which is effective in moving the air and clearing smoke and steam from kitchen equipment.

There are two newly designated rooms off the main kitchen in WCO 105. In one, all brewing and wine making materials (RFIM 111: Principles of Food Science) are neatly stored. The other room functions as a hydroponics lab, in which RFIM 111 students can learn techniques for growing hydroponic herbs and vegetables directly in the kitchen.

Although the WCO 108 culinary teaching lab recently has been repainted, the orange Formica topped (1970's) cabinets, floors, and sinks all need replacement. The commercial equipment such as hood, fryer, freezer, etc. are in good condition with many pieces recently purchased. The stoves at each station (ten stations) were purchased seven years ago, and should be replaced with gas stoves, because these are the industry standard. Other cabinets and storage units are mismatched. The culinary teaching lab has received newer student tables and chairs just recently from the Westview remodeling project.

The WCO 108 kitchen layout is an impediment to instruction. Each station has a small sink usable only for food prep. All dishes are washed at a single three compartment sink. At the end of each lab, there are twenty students lined up to wash their dishes. This means that useful class time is being wasted due to the time spent waiting in line to wash. The second concern would be the proximity of utensils and ingredients to each station. Students waste a substantial amount of nonproductive classroom time gathering ingredients and utensils as well as carrying dishes to and from the dish sink and drying rack.

A funding request for renovations for the WCO 108 culinary teaching lab has been partially approved and completed. However, the approved and completed portion fulfills superficial décor changes and not improvements to classroom functionality.

With current enrollment, the amount of space in West Commons is adequate for classroom instruction. If enrollment continues to grow as it has in the past few years, more classroom and faculty office space may be needed.

B. Computer Access and Availability

There are faculty work stations in WCO 109 & 110. Each station has internet connection plus overhead projector and screen. There is also a small computer lab that is heavily used by students in the program. This consists of two computers and a single printer. Program specific software includes ProSim Restaurant Simulation, MenuCalc, GFS Experience, and GFS Recipe Manager used for RFIM 114: Menu Planning & Nutrition, RFIM 211: Purchasing-Hospitality Industry, and RFIM 115 Food and Labor Cost Control Systems. Inn Road web-based program and Virtual Hotel are used in HOMT 404: Front Office Procedures-Accounting.

Virtual Hotel is a hotel front desk simulation allowing the students to practice making reservations, posting charges, changing guest room status, and other typical functions. The Menu Engineering program is used to analyze costs and sales in an actual restaurant to identify the most profitable menu items. The Menu Planning & Nutrition course uses the sales information from Noto's Old World Italian in Grand Rapids. The class benefits from being able to analyze a real restaurant and Noto's receives valuable feedback. Microsoft Excel is used in case study analysis. RFIM 115: Food and Labor Cost Control Systems allows students the opportunity to use and learn Excel on a daily basis. The United States Department of Agriculture's (USDA) Food Tracker and My Plate are used to assess the nutritional value and adequacy of different foods and diets. Microsoft word is used in designing menus. PowerPoint and Prezi are used by students in preparing presentations. Blackboard is used for online testing.

“Northstar Technologies is a leading provider of integrated Club Management Software to the Private Member Club Industry. The Northstar solution is unique in its design and integrated delivery concept – extending seamlessly from a club's back office and clubhouse services through to servicing members using online touch-points.”* Northstar Club Management software is used in HOMT 301 Club Management and Governance. The HMP student computer lab with only two work stations is heavily used. Additional work stations are needed. A color printer is needed for menu designs, graphs, etc.

Limited computer lab space is available in the College of Business. It is challenging to schedule time in a COB computer lab when a class needs only to work with specific software for a few days or weeks. Faculty members have been seeking out online based learning software, but some software must be physically loaded onto computers for student use. Labs in FLITE are far easier to schedule but if the class is working on program-specific software, FLITE computers are not an option. The HMP holds RFIM 115: Food and Labor cost Control Systems and HOMT 404:

*<http://www.globalnorthstar.com/>

Front Office Procedures-Accounting in BUS118. 25 student computer stations are available in this room. This means that although instructors are willing to take more than 25 students in these classes, the cap must stay at 25. Even if students have their own laptops, there is not space for them to sit in the classroom.

Other than the lack of adequate computer lab space in the College of Business mentioned above this is not an area of concern. Tech support for faculty and classroom computers is good. Training and support for BlackBoard is sufficient and the faculty members are proficient. BlackBoard Learn training and support is available for all adjunct faculty.

C. Other Instructional Technology

Small wares and equipment are the other types of instructional technology used by the Hospitality Management Program. Kitchens have commercial equipment (WCO 105) and home style stoves (WCO 108). Small wares include items such as kitchen knives, portable burners, wine glasses, pots and pans, beer brewing and wine making equipment, etc. Other resources are available based on the cooperation of area businesses and the campus community. Tegrity, which records class lectures and class content to be reviewed later, and I Clickers are being considered for use in the HMP.

These types of resources are used in multiple Restaurant & Food Industry Management courses. Students in the RFIM 229: Dining Room Service Management class practice carrying trays, setting tables, opening wine bottles, and tableside cooking. Students in the RFIM 207: Beverage Management course learn about beverages through beer and wine tastings, and by using traditional methods and recipes for mixed cocktails. Classes taught in the WCO 108 Culinary Teaching Lab prepare a variety of garde manger foods, cooked foods and baked goods. RFIM 111: Principles of Food Science students practice sanitation and safety as they learn zymology through making beer and wine.

In some cases, the program does not have the resources needed but relies on other avenues. The HOMT 301: Property & Facilities Management class learns about hotel laundry facilities by touring them at the Holiday Inn & Conference Center, Big Rapids. The same class practices preparing hotel rooms at both the Holiday Inn and Country Inn & Suites. They also do independent inspections of local businesses for Americans with Disabilities Act (ADA) compliance. The HOMT 404: Front Office Operations & Accounting class does individual observations of the front desk at the Holiday Inn. Students in the RFIM 211: Purchasing class tour, and assist in, one of the storerooms on campus. The RFIM 227: Industry Exploration class learns about hospital tray lines during a field trip to Butterworth Hospital. Again, these are only a few examples of how the HMP is committed to partnering with the industry to expand resources available to students.

Most instructional technology is purchased through federal Vocational Education (Voc Ed) funds under the Carl Perkins Act. One problem with relying on this is a lack of consistent or base funding. This past year, the program received \$7,652.00 (which is a decrease from years past) for equipment and small wares. This was the first time in many, many years that the program received any substantial amount of funding. Another problem is that sometimes needs fall

outside of funding parameters and the most urgent ones go unmet. Additionally, Voc Ed funds do not cover things like repairing broken equipment such as microwaves, fryer filters, and mixers. There are a number of items sitting around the building in need of repair with no funds to do so. Another issue is that Voc Ed funds are specifically earmarked for two year programs. Lastly, Voc Ed funds are tied to enrollment of *Special Populations* in a program. With ever increasing admission standards it follows that the enrollment of *Special Populations* is destined to decline.

There is no acquisition plan within the College of Business to fund instructional technology. Only on rare occasions has the College of Business funded these types of purchases. There has never been an inclusion in the budget for this.

Currently the most urgent need is to remodel WCO 108 kitchen. The current status of small wares and equipment is adequate other than areas mentioned above. Some items are old and worn but still usable until funds are available to replace them.

D. Library Resources

Library holdings specific to the program are more than adequate and represent a broad range such as electronic databases, CD's, cookbooks, and books on management theory.

Support from FLITE has been very good. Scheduling computer lab time is not difficult. Materials are easily put on reserve. Librarians are always willing to assist as needed both in the classroom and one-on-one with faculty.

Requests to purchase materials have never been turned down for lack of funds. Denials have been based on materials falling outside of purchase guidelines and not due to budget restrictions.

Faculty do make use of a number of websites and newsletters including:

- www.restaurantowner.com
- www.usda.gov
- www.cspinet.org
- The Rooms Chronicle
- www.clubandresortbusiness.com
- Nation's Restaurant News
- Food Service Director
- Food & Nutrition Edge
- www.cmaa.org
- www.gfs.com
- www.cooksillustrated.com

Section 5

Conclusions

Relationship to FSU Mission

It is clear from all of the documentation in this program review document that the Hospitality Management Program is an excellent fit for FSU. The HMP, through its Gala friend and fund raiser, professional partnerships, offices held in professional organizations by faculty and students, and its significant growth has demonstrated that it is visible both on campus, off campus, nationally and a highly effective player in the market place of hospitality programs in Michigan.

The HMP is a perfect fit with the role and mission of FSU. The HMP prepares students for the second largest revenue producing industry in the state of Michigan. The combination of theory and hands-on practice that makes up the educational fabric of the program is completely in tune with the mission of FSU to be a national leader in the areas of career and technical education. The program serves students on all academic levels from those needing an opportunity to those seeking to be the future General Manager of a Marriott or Hyatt hotel. The four degree paths plus the availability of minors and certificates offers students career opportunities in dozens of industry operations from starting their own restaurant to managing a K-12 or hospital food service operation to holding an upper management position at a major resort.

Visibility & Distinctiveness

With offering classes at three off campus sites and KCTC in Grand Rapids, the HMP continues to be very visible. Faculty members serve on state boards and take active roles in professional organizations, which keep FSU Hospitality at the fore of industry education. Ferris State University is the only accredited school in the state of Michigan to offer the DSFM Associates degree. The Hospitality Management Program continues to pride itself on having a solid business core as part of all degrees. Smaller class sizes, internship placement locations, and distinguished Advisory Board set the FSU HMP apart from other hospitality programs in the state.

Program Values

The Hospitality Management Program is essential to the development of strength, skill and character in its students. The HMP is committed to providing a caring environment which promotes sustained achievement, and fosters learning and the holistic advancement of students, faculty and staff. The HMP values a safe, positive, and welcoming learning atmosphere.

- ❖ **Learning:** We value the development of competency through active learning. We believe opportunity, relevance and engagement are central to learning effectiveness.
- ❖ **Respect:** We value others and endeavor to treat them with dignity, respect, and equity, focusing on the development of constructive and collegial relationships.
- ❖ **Diversity:** We value diversity and strive to realize its synergistic benefit.
- ❖ **Integrity:** We value high standards of professional and ethical conduct. We will do the right things, in the right ways, for the right reasons.

- ❖ **Excellence:** We value excellence, expecting it of ourselves and of those with whom we interact.
- ❖ **Change:** We value change for the vitality it can yield, acknowledging its inevitability and uncertainty.
- ❖ **Continuous Improvement:** We value continuous quality improvement and the use of systematic performance assessment in support of all that we do.

Enrollment

Enrollment is solid at the outlook for Fall 2013 is 165 students for all programs. This continued enrollment is due to the offerings of three bachelors, two associates, three minors, and seven certificates. New partnerships with off-campus locations at Grand Rapids, Flint and Traverse City continue to increase resources to meet a growing demand for FSU Hospitality courses and degree programs.

Characteristic, Quality, and Employability of Students

The Hospitality Management Program's focus is to prepare students for entry level management positions and beyond, throughout the Hospitality Industry. Its job placement rate of 97% is a strong indicator that the HMP is excellent in the preparation of students. The HMP advisory board has been able to keep the program on the cutting edge of the skill sets the industry is seeking, attributing to the very high placement rate.

Quality of Curriculum and Instruction

The curriculum is under constant revision with new courses, degrees, minors and certificates while courses and certificates with poor enrollment are reviewed and updated as necessary. The HMP Advisory Board is split into Curriculum Review Committees (CRCs). Each degree program has its own CRC, and members are assigned to each CRC based on their industry expertise. This allows for very specific guidance in recognizing and planning for industry trends. New programs of study borne out of this guidance include the Associate of Applied Science in Dietary & Food Service Management, and a new Spa Management concentration within the Hotel Management Bachelors Degree to be submitted for approval Fall Semester 2013.

Composition and Quality of the Faculty

The current faculty has over ninety years of teaching experience between them and is deeply committed to their students. Expansion will require additional faculty, especially if the Hospitality Management Program continues to expand in off campus markets.

This review process has been enlightening and it is our hope that the committee's feedback will help us to continue to improve and will be supportive of our efforts to expand our program offerings.

HospitalityManagementAPR...AdvisoryBoard

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Consistent with the mission of FSU	18	0	4.72	5.00	.461
q1.b Curriculum includes courses relevant to program objectives	18	0	4.61	5.00	.502
q1.c Program & curriculum are regularly reviewed to insure that they remain current	17	1	4.71	5.00	.686
q1.d Guided by an effective advisory board	18	0	4.17	4.50	1.150
q1.e Quality of the progs compares favorably with similar programs throughout the state	18	0	4.33	5.00	.907
q1.f Faculty provides students with appropriate academic advising	18	0	4.50	5.00	.786
q1.g The FSU Administration supports the program	18	0	4.50	5.00	.618
q1.h Faculty provides students w/ appropriate advising about career planning & placement	18	0	4.50	5.00	.786
q1.i Faculty provides students with appropriate classroom activity	18	0	4.39	5.00	.778
q1.j Current operating budget is sufficient	17	1	3.06	3.00	1.144
q1.k Number of qualified tenure-track faculty is sufficient	17	1	3.71	4.00	1.160
q1.l Instructional facilities and equipment are sufficient	17	1	3.53	4.00	1.125
q1.m Library and research resources are sufficient	17	1	4.06	4.00	1.029
q1.n Number of clerical and support staff is sufficient	17	1	4.00	4.00	1.118
q1.o Adequate resources allocated for coordination and administration	17	1	3.76	4.00	1.251
q1.p Dept & univ provide program faculty sufficient opportunities & support for pro dev	17	1	4.24	4.00	.831
q1.q Students are prepared to enter the workforce	17	1	4.29	4.00	.849
q1.r Provides ample opportunity for practical experience	17	1	4.41	5.00	.939
q1.s Prepares students to enter industry better than other schools	17	1	3.53	4.00	.874
q1.t Job opportunities available to Ferris Hospitality graduates	17	1	4.41	5.00	.795

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.u Provides a foundation for multiple career possibilities	17	1	4.76	5.00	.437
q1.v Faculty members have a good rapport with students	17	1	4.65	5.00	.702
q1.w Number of varied and high quality internships available to students	17	1	4.29	5.00	.849
q2_1 Interest: Taking on interns	8	10	.88	1.00	.354
q2_2 Interest: Posting current job openings	8	10	.75	1.00	.463
q2_3 Interest: Joining the alumni association	8	10	.00	.00	.000
q2_4 Interest: Gala information	8	10	.38	.00	.518
q2_5 Interest: Scholarship fund	8	10	.00	.00	.000
q3_1 Social media: Facebook	18	0	.61	1.00	.502
q3_2 Social media: LinkedIn	18	0	.67	1.00	.485
q3_3 Social media: Twitter	18	0	.28	.00	.461
q3_4 Social media: Email	18	0	.89	1.00	.323
q3_5 Social media: Other	18	0	.06	.00	.236
q3.a Other specified	18	0			
q4 Currently working in Hosp industry	18	0	1.06	1.00	.236
q5 Qualities/skills lacking in grads	18	0			
q6 Strengths of programs	18	0			
q7 Areas needing improvement	18	0			
q8 Additional comments/suggestions	18	0			

Frequency Table

q1.a Consistent with the mission of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	5	27.8	27.8	27.8
	Strongly Agree	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

q1.b Curriculum includes courses relevant to program objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	7	38.9	38.9	38.9
	Strongly Agree	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

q1.c Program & curriculum are regularly reviewed to insure that they remain current

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	2	11.1	11.8	11.8
	Somewhat Agree	1	5.6	5.9	17.6
	Strongly Agree	14	77.8	82.4	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.d Guided by an effective advisory board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.6	5.6	5.6
	Somewhat Disagree	1	5.6	5.6	11.1
	Neither Agree nor Disagree	1	5.6	5.6	16.7
	Somewhat Agree	6	33.3	33.3	50.0
	Strongly Agree	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

q1.e Quality of the progs compares favorably with similar programs throughout the state

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	5.6	5.6	5.6
	Neither Agree nor Disagree	2	11.1	11.1	16.7
	Somewhat Agree	5	27.8	27.8	44.4
	Strongly Agree	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

q1.f Faculty provides students with appropriate academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	3	16.7	16.7	16.7
	Somewhat Agree	3	16.7	16.7	33.3
	Strongly Agree	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

q1.g The FSU Administration supports the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	1	5.6	5.6	5.6
	Somewhat Agree	7	38.9	38.9	44.4
	Strongly Agree	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

q1.h Faculty provides students w/ appropriate advising about career planning & placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	3	16.7	16.7	16.7
	Somewhat Agree	3	16.7	16.7	33.3
	Strongly Agree	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

q1.i Faculty provides students with appropriate classroom activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	3	16.7	16.7	16.7
	Somewhat Agree	5	27.8	27.8	44.4
	Strongly Agree	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

q1.j Current operating budget is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	7	38.9	41.2	41.2
	Neither Agree nor Disagree	5	27.8	29.4	70.6
	Somewhat Agree	2	11.1	11.8	82.4
	Strongly Agree	3	16.7	17.6	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.k Number of qualified tenure-track faculty is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.6	5.9	5.9
	Somewhat Disagree	1	5.6	5.9	11.8
	Neither Agree nor Disagree	5	27.8	29.4	41.2
	Somewhat Agree	5	27.8	29.4	70.6
	Strongly Agree	5	27.8	29.4	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.l Instructional facilities and equipment are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	22.2	23.5	23.5
	Neither Agree nor Disagree	4	22.2	23.5	47.1
	Somewhat Agree	5	27.8	29.4	76.5
	Strongly Agree	4	22.2	23.5	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.m Library and research resources are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	5.6	5.9	5.9
	Neither Agree nor Disagree	5	27.8	29.4	35.3
	Somewhat Agree	3	16.7	17.6	52.9
	Strongly Agree	8	44.4	47.1	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.n Number of clerical and support staff is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	11.1	11.8	11.8
	Neither Agree nor Disagree	4	22.2	23.5	35.3
	Somewhat Agree	3	16.7	17.6	52.9
	Strongly Agree	8	44.4	47.1	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.o Adequate resources allocated for coordination and administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	22.2	23.5	23.5
	Neither Agree nor Disagree	3	16.7	17.6	41.2
	Somewhat Agree	3	16.7	17.6	58.8
	Strongly Agree	7	38.9	41.2	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.p Dept & univ provide program faculty sufficient opportunities & support for pro dev

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	4	22.2	23.5	23.5
	Somewhat Agree	5	27.8	29.4	52.9
	Strongly Agree	8	44.4	47.1	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.q Students are prepared to enter the workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	5.6	5.9	5.9
	Neither Agree nor Disagree	1	5.6	5.9	11.8
	Somewhat Agree	7	38.9	41.2	52.9
	Strongly Agree	8	44.4	47.1	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.r Provides ample opportunity for practical experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	5.6	5.9	5.9
	Neither Agree nor Disagree	2	11.1	11.8	17.6
	Somewhat Agree	3	16.7	17.6	35.3
	Strongly Agree	11	61.1	64.7	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.s Prepares students to enter industry better than other schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	11.1	11.8	11.8
	Neither Agree nor Disagree	6	33.3	35.3	47.1
	Somewhat Agree	7	38.9	41.2	88.2
	Strongly Agree	2	11.1	11.8	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.t Job opportunities available to Ferris Hospitality graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	3	16.7	17.6	17.6
	Somewhat Agree	4	22.2	23.5	41.2
	Strongly Agree	10	55.6	58.8	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.u Provides a foundation for multiple career possibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	22.2	23.5	23.5
	Strongly Agree	13	72.2	76.5	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.v Faculty members have a good rapport with students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	2	11.1	11.8	11.8
	Somewhat Agree	2	11.1	11.8	23.5
	Strongly Agree	13	72.2	76.5	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q1.w Number of varied and high quality internships available to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Agree nor Disagree	4	22.2	23.5	23.5
	Somewhat Agree	4	22.2	23.5	47.1
	Strongly Agree	9	50.0	52.9	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

q2_1 Interest: Taking on interns

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	5.6	12.5	12.5
	Selected	7	38.9	87.5	100.0
	Total	8	44.4	100.0	
Missing	System	10	55.6		
Total		18	100.0		

q2_2 Interest: Posting current job openings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	11.1	25.0	25.0
	Selected	6	33.3	75.0	100.0
	Total	8	44.4	100.0	
Missing	System	10	55.6		
Total		18	100.0		

q2_3 Interest: Joining the alumni association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	44.4	100.0	100.0
Missing	System	10	55.6		
Total		18	100.0		

q2_4 Interest: Gala information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	27.8	62.5	62.5
	Selected	3	16.7	37.5	100.0
	Total	8	44.4	100.0	
Missing	System	10	55.6		
Total		18	100.0		

q2_5 Interest: Scholarship fund

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	44.4	100.0	100.0
Missing	System	10	55.6		
Total		18	100.0		

q3_1 Social media: Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	7	38.9	38.9	38.9
	Selected	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

q3_2 Social media: LinkedIn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	6	33.3	33.3	33.3
	Selected	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

q3_3 Social media: Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	72.2	72.2	72.2
	Selected	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

q3_4 Social media: Email

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	11.1	11.1	11.1
	Selected	16	88.9	88.9	100.0
	Total	18	100.0	100.0	

q3_5 Social media: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	17	94.4	94.4	94.4
	Selected	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

q3.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		16	88.9	88.9	88.9
	Darden talent management	1	5.6	5.6	94.4
	Pinterest	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

q4 Currently working in Hosp industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	94.4	94.4	94.4
	No	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

q5 Qualities/skills lacking in grads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	38.9	38.9	38.9
	Broad based comprehension of careers tangential to direct working in the hospitality industry. While the focus if the program is producing employment ready grad, I believe the prog would be stronger if alliances could be formed w/ marketing agencies, sales based organizations, manufacturing, distributing etc.	1	5.6	5.6	44.4
	Broader knowledge of the diverse opportunities available within the industry.	1	5.6	5.6	50.0
	Can't answer that. Students have different skill levels & abilities, but I feel that there are jobs available at every skill level. Students may have to move to obtain employment.	1	5.6	5.6	55.6
	Critical thinking, Organization, planning & time management, analytics & communication & problem solving. The Gala experience has helped the students to grow in these areas but more is needed.	1	5.6	5.6	61.1
	financial knowledge and understanding	1	5.6	5.6	66.7
	Hands on experience with everyday issues that arise with all aspects of the job from front of house to heart if house.	1	5.6	5.6	72.2
	I think most students have a basic understanding & just need some real working time to apply it.	1	5.6	5.6	77.8
	I think the biggest things graduates are lacking is real world experieance in the specific field they would like to enter.	1	5.6	5.6	83.3

q5 Qualities/skills lacking in grads

		Frequency	Percent	Valid Percent	Cumulative Percent
	Insufficient preparation for tangential career opportunities. Heavy reliance on front of the house skills. Food & beverage service nuts and bolts-no apparent focus on selling skills, procurement, leadership, training, entrepreneurship! I feel the recent trend of announcing the hiring of graduates to be counterproductive to program mission. Being hired should be a not something that surprises us so much we have to announce each graduate landing a job.	1	5.6	5.6	88.9
	soft skills	1	5.6	5.6	94.4
	The few that I have seen have done good work. I think the level of experience is something that improves over time but the lack of experience is not due to inabilities of the hospitality programs.	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

q6 Strengths of programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	38.9	38.9	38.9
	Dedicated faculty & staff. Diverse curriculum & internship program. Offers a diversity of program options to meet student interests.	1	5.6	5.6	44.4

q6 Strengths of programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Diversity as far as a career path is concerned. Learning many facets of the industry that are applicable to various hospitality jobs.	1	5.6	5.6	50.0
Faculties ability to do wonders on a shoe string budget. Much accomplished by far too few. Energy of the faculty & dedication to student success.	1	5.6	5.6	55.6
Giving good direction and building skills	1	5.6	5.6	61.1
Great Advisors!!	1	5.6	5.6	66.7
Instructors & assistant who genuinely care about the student & want to see them succeed, hands-on learning environment, strong internship program, focus on basics. Diversity & Collaboration.	1	5.6	5.6	72.2
Realistic approach to career possibilities Ferris grads can compete for. Small town operations. Local or independent businesses. Dedication of the faculty despite having one hand tied behind their back with program administrivia.	1	5.6	5.6	77.8
small class size, one to one advising	1	5.6	5.6	83.3
The faculty is well experienced & brings a successful mentality to the program. The course works on basic skills & gives realism to the hospitality field. Good internship programs have provided great experiences for the students.	1	5.6	5.6	88.9
The FSU Event Planning Certificate is a very good advantage for the students.	1	5.6	5.6	94.4
very well connected in the industry	1	5.6	5.6	100.0
Total	18	100.0	100.0	

q7 Areas needing improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	55.6	55.6	55.6
	awareness of the program	1	5.6	5.6	61.1
	Broader understanding of the entire Foodservice Industry & the wealth of job opportunities available not only in resort & travel, but Food Science, Sourcing, packaging, distribution & foodservice consumer research.	1	5.6	5.6	66.7
	Class room environment.	1	5.6	5.6	72.2
	More restaurant interns, lots of hotel management but not just restaurant	1	5.6	5.6	77.8
	Need stronger connections into the industry to place 100% of this on the program coordinator is nuts! Adv Board is unfocused & frankly weak, comprised of too many spent personalities willing to do little more than talk about their glory days! Adv board should have a selection & removal process. Too much concentration by faculty on the gala on top of teaching duties. This event seems to just suck the energy out of faculty & year after year it appears to be more of an administrative nightmare. I would like to see a published plan for our faculties continued profes'l development as well as a vision & a future focused published plan for program evolution!	1	5.6	5.6	83.3
	Opportunities for Internships that allow students gain experience for future employment. I know it's difficult to get some students to go away from home, but they need to experience being on their own, before they graduate.	1	5.6	5.6	88.9
	Other classes rounding out their knowledge of meeting planning in other markets should be offered.	1	5.6	5.6	94.4
	Too much emphasis on Gala-concept is tired & lacks a broad vision. Adv board needs to have the slate of members wiped clean & reinstated w/ a mission on functionality. Too lifeless participants who attend 1 meeting a year & do nothing else. Gala should be owned by the adv board! Hosp needs to have a deeper business focus!	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

q8 Additional comments/suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		11	61.1	61.1	61.1
	Be open minded & creative thinkers. This business is ever evolving & needs people who are not afraid to push the boundaries. Some of the trade shows like NRA in Chicago are a great way to see new things. Maybe a project could be to go to the shows & come back w/ a new idea & work as a team to implement the idea.	1	5.6	5.6	66.7
	Ensure that students are able to take advantage of industry events. Offer more opportunity to learn about more than pure event planning.	1	5.6	5.6	72.2
	Faculty spread way too thin. If we are going to be in this career field the lets be in it w/ additional faculty. facility & univ support. Lets be realistic about our half hearted approach to this career field	1	5.6	5.6	77.8
	I would say more hands on experiece for the students & having the Advisory Board Members for involved year round.	1	5.6	5.6	83.3
	Reinforce that grads should not assume that a degree guarantees a management position upon graduation.	1	5.6	5.6	88.9
	The Adv Board needs a shot of adrenalin. Too many people doing far too little to support the prog. The adv board should have a core focus of contributing to the viability of the program, not of attending one meeting a year. I have long thought the Adv Board needed a leadership structure & a prime directive if owning the gala. With this focused mission we come weed board membership to doers willing to contribute time, talent, & treasure.	1	5.6	5.6	94.4
	The more experience the better prepared the students will be. I think working while going to school is important & creates a strong work ethic for the students & is something recruiters look for in evaluating candidates. Organizational skills are something that is always an area of opportunity for new graduates. Planning & organizational tools are important not only in school but especially with a new job.	1	5.6	5.6	100.0
	Total	18	100.0	100.0	



Hospitality Advisory Board Survey

As part of the Academic Program Review process, we are asking Hospitality Advisory Board to please take a few minutes to complete this survey of the program. Your answers will be confidential. Please provide your updated contact information so that we can update our Advisory Board Directory. Your response is needed by April 30, 2013.

1. For each item listed below, choose the option that best represents your perception.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Hospitality Programs are consistent with the mission of FSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program curriculum includes courses relevant to program objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program and its curriculum are regularly reviewed to insure that they remain current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program is guided by an effective advisory board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the Hospitality programs at Ferris compares favorably with similar programs throughout the state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provides students with appropriate academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The FSU Administration supports the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provides students with appropriate advising about career planning and placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provides students with appropriate classroom activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current operating budget is sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of qualified tenure-track faculty is sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional facilities and equipment are sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library and research resources are sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of clerical and support staff is sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program has adequate resources allocated for coordination and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department and university provide program faculty sufficient opportunities and support for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students are prepared to enter the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs provides ample opportunity for practical experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs prepares students to enter industry better than other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are job opportunities available to Ferris Hospitality graduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs provides a foundation for multiple career possibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members have a good rapport with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are a number of varied and high quality internships available to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Are you interested in any of the following? (Please select all that apply.)

- Taking on interns
- Posting current job openings
- Joining the alumni association
- Gala information
- Scholarship fund

3. What social media tools do you currently use? (Please select all that apply.)

- Facebook
- LinkedIn
- Twitter
- Email
- Other

Please Specify:

4. Are you currently working in the Hospitality industry?

- Yes
- No

5. What qualities/skills (if any) do you feel are lacking in graduates of Hospitality Programs?

6. What do you see as the strengths of the Hospitality Programs?

7. What do you see as areas needing improvement?

8. Please provide comments and suggestions that would help to better prepare future graduates.

Please complete the following contact information questions so that we can update our Advisory Board directory. It is especially important to complete these fields if you indicated you want more information regarding any of the choices in Question 2. Your contact information will NOT be connected to your survey responses in any way.

9. Name

10. Job Title

11. Company

12. Address (include Street, City, State and Zip Code)

13. Phone number

14. Email address

Thank you for your participation and feedback.

HospitalityManagementAPR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Availability of my advisor	9	0	4.00	4.00	.000
q1.b Willingness of my advisor to help	9	0	3.78	4.00	.441
q1.c Quality of academic advising	9	0	3.78	4.00	.441
q1.d Quality of career advising	9	0	3.44	4.00	.726
q1.e Availability of required courses	9	0	3.89	4.00	.333
q1.f Clarity of degree requirements	9	0	3.89	4.00	.333
q1.g Quality of instruction	9	0	3.56	4.00	.527
q1.h Fairness of grading	9	0	3.89	4.00	.333
q1.i Opportunities for student feedback	9	0	3.67	4.00	.500
q1.j Quality of interaction with faculty	9	0	4.00	4.00	.000
q1.k Professional competence of department faculty	9	0	3.89	4.00	.333
q1.l Exposure to a wide range of career opportunities	9	0	3.56	4.00	.726
q1.m Quality of internship experience	9	0	3.56	4.00	.726
q1.n Availability of internship experience	9	0	3.67	4.00	.707
q1.o Quality of students in the program	9	0	3.00	3.00	.866
q1.p Classroom facilities related to the major	9	0	3.33	3.00	.707
q1.q Lab facilities related to the major	9	0	3.11	3.00	.928
q1.r Helpfulness of office staff	9	0	3.56	4.00	.527
q1.s Quality of library holdings	9	0	3.56	4.00	1.424
q1.t Industry-specific software training	9	0	3.00	3.00	1.581
q1.u Overall preparation to enter hospitality industry	9	0	3.22	3.00	.667
q1.v Overall quality of leadership program	9	0	3.78	4.00	.441
q2.a Participation in Gala	9	0	3.89	4.00	.601
q2.b RSOs in the program	9	0	3.56	4.00	.527
q2.c Field trips taken	9	0	3.44	4.00	.882
q2.d In-class guest speakers	9	0	3.22	4.00	.972
q2.e Outside class guest speakers	9	0	3.33	4.00	.866
q2.f Attending trade shows/seminars/conferences/meetings	9	0	3.56	4.00	.527
q2.g Opportunities for networking	9	0	3.44	4.00	.726
q2.h Opportunities for leadership	9	0	3.56	4.00	.726

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q3 Did you take any of your Hosp Mgmt classes as mixed delivery	9	0	1.56	2.00	.527
q4 Rate your satisfaction with the quality of learning	4	5	2.75	3.00	1.500
q5.a I am satisfied with my current career development	8	1	3.13	3.50	.991
q5.b Hospitality Management prepared me for my first job	9	0	3.33	3.00	.707
q5.c Hospitality Management prepared me for my current job	9	0	2.67	3.00	1.225
q5.d FSU gave me the tools to advance	9	0	3.44	4.00	.726
q5.e Hospitality Management faculty were helpful in my job search	9	0	3.22	3.00	.833
q5.f The program provided me with information in my job search	9	0	3.22	3.00	.667
q5.g My internship(s) was/were valuable in my career	9	0	3.56	4.00	.527
q5.h I plan to, or am, furthering my formal education	8	1	3.38	4.00	1.061
q6 Taken basic nutrition course if offered as scientific understanding	9	0	1.22	1.00	.441
q7 Taken Spa Mgmt courses if offered	9	0	1.78	2.00	.441
q8 Taken Hosp Mgmt class fully online	9	0	1.44	1.00	.527
q9 Highest degree earned from Hosp Mgmt	9	0	7.78	8.00	1.394
q10 Year graduated	9	0			
q11 Currently working in Hosp industry	9	0	1.56	2.00	.527
q12 Salary range	9	0	2.33	1.00	1.658
q13_1 Interest: Taking on interns	5	4	.00	.00	.000
q13_2 Interest: Posting current job openings	5	4	.00	.00	.000
q13_3 Interest: Joining the alumni association	5	4	.40	.00	.548
q13_4 Interest: Gala information	5	4	.60	1.00	.548
q13_5 Interest: Scholarship fund	5	4	.40	.00	.548
q14_1 Interest: Facebook	9	0	.89	1.00	.333
q14_2 Interest: LinkedIn	9	0	.89	1.00	.333
q14_3 Interest: Twitter	9	0	.44	.00	.527
q14_4 Interest: Email	9	0	.67	1.00	.500
q14_5 Interest: Other	9	0	.11	.00	.333
q14.a Other specified	9	0			
q15 Like most about Hosp Mgmt	9	0			
q16 Like least about Hosp Mgmt	9	0			
q17 Suggestions for improvement	9	0			
q18 Feel lacking any skills in any particular area	9	0			
q19 Additional comments	9	0			

Frequency Table

q1.a Availability of my advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	9	100.0	100.0	100.0

q1.b Willingness of my advisor to help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	22.2	22.2	22.2
	Very Satisfied	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

q1.c Quality of academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	22.2	22.2	22.2
	Very Satisfied	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

q1.d Quality of career advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	3	33.3	33.3	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q1.e Availability of required courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	11.1	11.1	11.1
	Very Satisfied	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

q1.f Clarity of degree requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	11.1	11.1	11.1
	Very Satisfied	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

q1.g Quality of instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	44.4	44.4	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q1.h Fairness of grading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	11.1	11.1	11.1
	Very Satisfied	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

q1.i Opportunities for student feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	33.3	33.3	33.3
	Very Satisfied	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q1.j Quality of interaction with faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	9	100.0	100.0	100.0

q1.k Professional competence of department faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	11.1	11.1	11.1
	Very Satisfied	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

q1.l Exposure to a wide range of career opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	2	22.2	22.2	33.3
	Very Satisfied	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q1.m Quality of internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	2	22.2	22.2	33.3
	Very Satisfied	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q1.n Availability of internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	1	11.1	11.1	22.2
	Very Satisfied	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

q1.o Quality of students in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	33.3	33.3	33.3
	Somewhat Satisfied	3	33.3	33.3	66.7
	Very Satisfied	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q1.p Classroom facilities related to the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	4	44.4	44.4	55.6
	Very Satisfied	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q1.q Lab facilities related to the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	5	55.6	55.6	66.7
	Very Satisfied	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q1.r Helpfulness of office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	44.4	44.4	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q1.s Quality of library holdings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	11.1	11.1	11.1
	Somewhat Dissatisfied	1	11.1	11.1	22.2
	Somewhat Satisfied	2	22.2	22.2	44.4
	Very Satisfied	2	22.2	22.2	66.7
	Does Not Apply	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q1.t Industry-specific software training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	22.2	22.2	22.2
	Somewhat Dissatisfied	2	22.2	22.2	44.4
	Somewhat Satisfied	1	11.1	11.1	55.6
	Very Satisfied	2	22.2	22.2	77.8
	Does Not Apply	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q1.u Overall preparation to enter hospitality industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	5	55.6	55.6	66.7
	Very Satisfied	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q1.v Overall quality of leadership program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	22.2	22.2	22.2
	Very Satisfied	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

q2.a Participation in Gala

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	22.2	22.2	22.2
	Very Satisfied	6	66.7	66.7	88.9
	Does Not Apply	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q2.b RSOs in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	44.4	44.4	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q2.c Field trips taken

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	22.2	22.2	22.2
	Somewhat Satisfied	1	11.1	11.1	33.3
	Very Satisfied	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q2.d In-class guest speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	33.3	33.3	33.3
	Somewhat Satisfied	1	11.1	11.1	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q2.e Outside class guest speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	22.2	22.2	22.2
	Somewhat Satisfied	2	22.2	22.2	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q2.f Attending trade shows/seminars/conferences/meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	44.4	44.4	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q2.g Opportunities for networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	3	33.3	33.3	44.4
	Very Satisfied	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q2.h Opportunities for leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	11.1	11.1	11.1
	Somewhat Satisfied	2	22.2	22.2	33.3
	Very Satisfied	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q3 Did you take any of your Hosp Mgmt classes as mixed delivery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	44.4	44.4	44.4
	No	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q4 Rate your satisfaction with the quality of learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	11.1	25.0	25.0
	Somewhat Dissatisfied	1	11.1	25.0	50.0
	Very Satisfied	2	22.2	50.0	100.0
	Total	4	44.4	100.0	
Missing	System	5	55.6		
Total		9	100.0		

q5.a I am satisfied with my current career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	33.3	37.5	37.5
	Somewhat Agree	1	11.1	12.5	50.0
	Strongly Agree	4	44.4	50.0	100.0
	Total	8	88.9	100.0	
Missing	System	1	11.1		
Total		9	100.0		

q5.b Hospitality Management prepared me for my first job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	11.1	11.1	11.1
	Somewhat Agree	4	44.4	44.4	55.6
	Strongly Agree	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q5.c Hospitality Management prepared me for my current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	22.2	22.2	22.2
	Somewhat Disagree	2	22.2	22.2	44.4
	Somewhat Agree	2	22.2	22.2	66.7
	Strongly Agree	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q5.d FSU gave me the tools to advance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	11.1	11.1	11.1
	Somewhat Agree	3	33.3	33.3	44.4
	Strongly Agree	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q5.e Hospitality Management faculty were helpful in my job search

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	22.2	22.2	22.2
	Somewhat Agree	3	33.3	33.3	55.6
	Strongly Agree	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q5.f The program provided me with information in my job search

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	11.1	11.1	11.1
	Somewhat Agree	5	55.6	55.6	66.7
	Strongly Agree	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q5.g My internship(s) was/were valuable in my career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	44.4	44.4	44.4
	Strongly Agree	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q5.h I plan to, or am, furthering my formal education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	11.1	12.5	12.5
	Somewhat Agree	2	22.2	25.0	37.5
	Strongly Agree	5	55.6	62.5	100.0
	Total	8	88.9	100.0	
Missing	System	1	11.1		
Total		9	100.0		

q6 Taken basic nutrition course if offered as scientific understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	77.8	77.8	77.8
	No	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q7 Taken Spa Mgmt courses if offered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	22.2	22.2	22.2
	No	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

q8 Taken Hosp Mgmt class fully online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	55.6	55.6	55.6
	No	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q9 Highest degree earned from Hosp Mgmt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AAS in Restaurant & Food Industry Management	1	11.1	11.1	11.1
	BS in Resort Management	3	33.3	33.3	44.4
	BS in Hotel Management	1	11.1	11.1	55.6
	BS in Hotel w/ AAS in Restaurant & Food Industry Management	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q10 Year graduated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	04	1	11.1	11.1	11.1
	2004	1	11.1	11.1	22.2
	2005	1	11.1	11.1	33.3
	2006	1	11.1	11.1	44.4
	2007	2	22.2	22.2	66.7
	2008	1	11.1	11.1	77.8
	2009	1	11.1	11.1	88.9
	2010	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q11 Currently working in Hosp industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	44.4	44.4	44.4
	No	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q12 Salary range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$30,000 or less	5	55.6	55.6	55.6
	\$40,001 - \$50,000	1	11.1	11.1	66.7
	\$50,001 - \$60,000	2	22.2	22.2	88.9
	\$60,001 or above	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q13_1 Interest: Taking on interns

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	55.6	100.0	100.0
Missing	System	4	44.4		
Total		9	100.0		

q13_2 Interest: Posting current job openings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	55.6	100.0	100.0
Missing	System	4	44.4		
Total		9	100.0		

q13_3 Interest: Joining the alumni association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	33.3	60.0	60.0
	Selected	2	22.2	40.0	100.0
	Total	5	55.6	100.0	
Missing	System	4	44.4		
Total		9	100.0		

q13_4 Interest: Gala information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	22.2	40.0	40.0
	Selected	3	33.3	60.0	100.0
	Total	5	55.6	100.0	
Missing	System	4	44.4		
Total		9	100.0		

q13_5 Interest: Scholarship fund

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	33.3	60.0	60.0
	Selected	2	22.2	40.0	100.0
	Total	5	55.6	100.0	
Missing	System	4	44.4		
Total		9	100.0		

q14_1 Interest: Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	11.1	11.1	11.1
	Selected	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

q14_2 Interest: LinkedIn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	11.1	11.1	11.1
	Selected	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

q14_3 Interest: Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	55.6	55.6	55.6
	Selected	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q14_4 Interest: Email

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	33.3	33.3	33.3
	Selected	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q14_5 Interest: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	88.9	88.9	88.9
	Selected	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q14.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	88.9	88.9	88.9
	Instagram	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q15 Like most about Hosp Mgmt

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	22.2	22.2	22.2
Gala, Job fairs, trips,	1	11.1	11.1	33.3
Hands-on instruction was fantastic.	1	11.1	11.1	44.4
RSO, Gala, faculty	1	11.1	11.1	55.6
The knowledge and professional advice of the professors & advisors. The courses were relevant to the current job duties in the industry. The internship program was outstanding in preparing students for the next level.	1	11.1	11.1	66.7
The most valuable experiences I had came from Gala and hands on training. I was also able to make connections with industry professionals that came in to guest speak. I still keep in contact with many of those people.	1	11.1	11.1	77.8
The wide variety of positions you can attain after graduation, working with people instead of papers or things.	1	11.1	11.1	88.9
Working in a people service industry.	1	11.1	11.1	100.0
Total	9	100.0	100.0	

q16 Like least about Hosp Mgmt

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11.1	11.1	11.1
Core classes were too easy, some students were not engaged which caused the classroom to be less effective. I feel sometimes the important metric for program success is the enrollment number, but the quality of the student graduating.	1	11.1	11.1	22.2
I cannot think of anything I didn't like about the program.	1	11.1	11.1	33.3
I wish that the program attracted more students that were interested in advancing their careers. It was difficult to work in a group where the ambitions of the students varied greatly (line worker compared to executive). While I believe all students should receive opportunities, it can be tough to keep the education leveled balanced with such a variety.	1	11.1	11.1	44.4
more cooking classes	1	11.1	11.1	55.6
Not everyone moves to Grand Rapids, you need more connections all over the state.	1	11.1	11.1	66.7

q16 Like least about Hosp Mgmt

	Frequency	Percent	Valid Percent	Cumulative Percent
Some management classes were so far from our industry, like the capstone class dealing with a factory management computer scenario, that I did not feel confident in my ability to transfer the skills.	1	11.1	11.1	77.8
Unless you really pick a focus area (Spa, Hotel, Golf Course) the classes can be a bit vague	1	11.1	11.1	88.9
Working hours are long and weekends.	1	11.1	11.1	100.0
Total	9	100.0	100.0	

q17 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	22.2	22.2	22.2
A class on emergency preparedness and management for events.	1	11.1	11.1	33.3
Its been 8 years since graduation I am sure they have made great improvements by now...can't think of anything specifically	1	11.1	11.1	44.4
Job board, just for hospitality students and Alumni. Or a way to connect job seekers with job prospectors with out going through a staff member at Ferris (LinkedIn Alumni group?- That is updated frequently- with not only job opportunities but with hospitality articles and news)	1	11.1	11.1	55.6
More focus should be on the management styles, psychology of both "guests" and "employees" and how to drive and motivate both to increase the bottom line, and an understanding of an actual kitchen operation.	1	11.1	11.1	66.7
open Cafe Ferris	1	11.1	11.1	77.8
Stress and reiterate the importance of being flexible in order to move up in the industry quickly.	1	11.1	11.1	88.9
The guidance I received in the events/meeting planning area from Amy Dorey was invaluable. I wish that Amy would have been my advisor through out my time at Ferris since she has more experience in this area. I think it would be valuable for the students to be matched with an advisor that focuses in their area of study.	1	11.1	11.1	100.0
Total	9	100.0	100.0	

q18 Feel lacking any skills in any particular area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	22.2	22.2	22.2
	A hospitality specific accounting/finance class would have been very helpful.	1	11.1	11.1	33.3
	Budgeting, labor costs	1	11.1	11.1	44.4
	Industry specific computer programs.	1	11.1	11.1	55.6
	Marketing is a big component of several of the jobs I have had and I wish I had more experience in this area.	1	11.1	11.1	66.7
	No	1	11.1	11.1	77.8
	Not that I remember	1	11.1	11.1	88.9
	See above.	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q19 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	66.7	66.7	66.7
	Great program, everyone is helpful, friendly, and positive. There just needs to be that extra 10%. The economy is looking up, and more people are hiring but are being smarter about hiring. Networking events would be helpful for those about to graduate. Not just through RSOs even though those are very helpful (but they are short and not frequent). Job fairs, hospitality staffing companies, we need those. Not just in the Grand Rapids area but others as well (Detroit/Chicago)	1	11.1	11.1	77.8
	I would have loved the option of a minor or certificate in meeting/event planning. I truly enjoyed my educational experience in the Hospitality Program at FSU.	1	11.1	11.1	88.9
	This program is a real hidden gem. The opportunities in both business and hospitality have proven to be invaluable. Just five years after graduation, I have a job that I absolutely love and credit much of my quick advancement to the program.	1	11.1	11.1	100.0
Total		9	100.0	100.0	

Hospitality Internship Provider Survey

As part of the Academic Program Review process, we are asking Hospitality Internship Providers to please take a few minutes to complete this survey of the program. Your answers will be confidential. Please provide your updated contact information so that we can update our directory. Your response is needed by April 30, 2013.

1. For each item listed below, choose the option that best represents your perception.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Hospitality Programs students communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students conduct themselves in an ethical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students conduct themselves in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students function effectively in teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students work effectively with supervisory personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students are self-directed and responsible for their actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students possess needed technical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students possess critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students exhibit good writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs students have the needed computer skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality students are prepared to enter the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Programs prepares students to enter industry better than other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are job opportunities available to Ferris Hospitality graduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Are you interested in any of the following? (Please select all that apply.)

- Taking on interns
- Posting current job openings
- Joining the alumni association
- Gala information
- Scholarship fund

3. What social media tools do you currently use? (Please select all that apply.)

- Facebook
- LinkedIn
- Twitter
- Email
- Other

Please Specify:

4. Are you currently working in the Hospitality industry?

- Yes
- No

5. In general, in what areas do you feel today's graduates are most lacking upon entering the hospitality industry?

6. What do you see as some of the strengths of Ferris Hospitality students?

7. What are the areas that need improvement?

8. Please provide comments and suggestions that would help to better prepare future graduates/students.

Please complete the following contact information questions so that we can update our Advisory Board directory. It is especially important to complete these fields if you indicated you want more information regarding any of the choices in Question 2. Your contact information will NOT be connected to your survey responses in any way.

9. Name

10. Job Title

11. Company

12. Address (include Street, City, State and Zip Code)

13. Phone number

14. Email address

Thank you for your participation and feedback.

HospitalityManagementAPR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Consistent with the mission of FSU	8	0	4.00	4.00	.000
q1.b Curriculum includes courses relevant to program objectives	8	0	4.13	4.00	.354
q1.c Regularly reviewed to insure that they remain current	8	0	4.25	4.00	.463
q1.d Guided by an effective advisory board	8	0	4.25	4.00	.463
q1.e Compares favorably with similar programs throughout the state	8	0	4.00	4.00	.535
q1.f Faculty provides students with appropriate academic advising	8	0	4.13	4.00	.354
q1.g Administration supports the program	8	0	3.63	4.00	.744
q1.h Faculty provides students with appropriate advising about career planning/placement	8	0	3.75	4.00	.707
q1.i Faculty provides students with appropriate classroom activity	8	0	4.00	4.00	.000
q1.j Current operating budget is sufficient to meet program needs	8	0	3.38	3.00	1.408
q1.k Number of qualified tenure-track faculty is sufficient to meet program needs	8	0	2.63	2.50	1.598
q1.l Instructional facilities and equipment are sufficient to meet program needs	8	0	2.88	3.00	1.246
q1.m Library and research resources are sufficient to meet program needs	8	0	3.75	3.50	.886
q1.n Number of clerical and support staff is sufficient to meet program needs	8	0	2.38	2.50	1.408
q1.o Adequate resources allocated for coordination and administration	8	0	2.88	2.50	1.356
q1.p Dept & univ provide program faculty sufficient opportunities & support for professional development	8	0	3.50	3.50	.535
q1.q Hosp Mgmt students conduct themselves professionally & diligently in classes	8	0	3.38	3.50	.744
q1.r Hosp Mgmt students compare favorably with other COB students	8	0	3.63	4.00	.518
q1.s Hosp Mgmt students are prepared to enter the workforce	8	0	4.00	4.00	.000
q1.t Hosp Mgmt provide ample opportunity for practical experience	8	0	4.00	4.00	.000

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q2 Strengths of Hospitality programs	8	0			
q3 Areas needing improvement	8	0			
q4 Additional comments	8	0			

Frequency Table

q1.a Consistent with the mission of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	100.0	100.0	100.0

q1.b Curriculum includes courses relevant to program objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	87.5	87.5	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.c Regularly reviewed to insure that they remain current

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	75.0	75.0	75.0
	Lack of Info or NA	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q1.d Guided by an effective advisory board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	75.0	75.0	75.0
	Lack of Info or NA	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q1.e Compares favorably with similar programs throughout the state

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	12.5	12.5	12.5
	Strongly Agree	6	75.0	75.0	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.f Faculty provides students with appropriate academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	87.5	87.5	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.g Administration supports the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	12.5	12.5
	Somewhat Agree	1	12.5	12.5	25.0
	Strongly Agree	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

q1.h Faculty provides students with appropriate advising about career planning/placement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	12.5	12.5
	Strongly Agree	7	87.5	87.5	100.0
	Total	8	100.0	100.0	

q1.i Faculty provides students with appropriate classroom activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	100.0	100.0	100.0

q1.j Current operating budget is sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	37.5	37.5	37.5
	Somewhat Agree	2	25.0	25.0	62.5
	Lack of Info or NA	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

q1.k Number of qualified tenure-track faculty is sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	37.5	37.5	37.5
	Somewhat Disagree	1	12.5	12.5	50.0
	Somewhat Agree	1	12.5	12.5	62.5
	Strongly Agree	2	25.0	25.0	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.i Instructional facilities and equipment are sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	12.5	12.5	12.5
	Somewhat Disagree	2	25.0	25.0	37.5
	Somewhat Agree	3	37.5	37.5	75.0
	Strongly Agree	1	12.5	12.5	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.m Library and research resources are sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	50.0	50.0	50.0
	Strongly Agree	2	25.0	25.0	75.0
	Lack of Info or NA	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q1.n Number of clerical and support staff is sufficient to meet program needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	37.5	37.5	37.5
	Somewhat Disagree	1	12.5	12.5	50.0
	Somewhat Agree	3	37.5	37.5	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.o Adequate resources allocated for coordination and administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	12.5	12.5	12.5
	Somewhat Disagree	3	37.5	37.5	50.0
	Somewhat Agree	1	12.5	12.5	62.5
	Strongly Agree	2	25.0	25.0	87.5
	Lack of Info or NA	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1.p Dept & univ provide program faculty sufficient opportunities & support for professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	50.0	50.0	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

q1.q Hosp Mgmt students conduct themselves professionally & diligently in classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	12.5	12.5
	Somewhat Agree	3	37.5	37.5	50.0
	Strongly Agree	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

q1.r Hosp Mgmt students compare favorably with other COB students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	37.5	37.5	37.5
	Strongly Agree	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

q1.s Hosp Mgmt students are prepared to enter the workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	100.0	100.0	100.0

q1.t Hosp Mgmt provide ample opportunity for practical experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	100.0	100.0	100.0

q2 Strengths of Hospitality programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	12.5	12.5	12.5
	advising, internships, having business core	1	12.5	12.5	25.0
	Dedication of faculty, industry & alumni support, opportunities for hands-on learning experiences, internship program, strong academic advising.	1	12.5	12.5	37.5
	experiential learning opportunities.	1	12.5	12.5	50.0
	Faculty with experience in the field and in contact with experts in the field.	1	12.5	12.5	62.5
	Faculty are very involved with the students through advising, RSO's, etc. Also students have a lot of opportunities for outside activities related to their studies. International Food and Wine Festival, Gala, etc.	1	12.5	12.5	75.0
	Guest speakers & opportunities for hands on experience through RSO's activities & fund raising events like Gala, & Beer, Wine & Food Festival.	1	12.5	12.5	87.5
	The current faculty in the program. Julie Doyle is well connected with industry.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q3 Areas needing improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	12.5	12.5	12.5
	As the program has grown off-campus the resources to manage & maintain the program are not adequate.	1	12.5	12.5	25.0
	Efforts to recruit FTIAC students.	1	12.5	12.5	37.5
	Facility and classrooms could be up-dated.	1	12.5	12.5	50.0
	full time faculty for advising, full time clerical	1	12.5	12.5	62.5
	Improvements to the physical facility (building), full-time position for program coordinator (not just release time), full-time secretarial position, additional tenure track faculty, commitment on the part of the administration to provide the release time/resources to build off-campus programs.	1	12.5	12.5	75.0
	Release time for faculty to build relationships with business for these outside activities as well as time to build relationships with technical centers/junior colleges around the state.	1	12.5	12.5	87.5
	streamline to what is working best	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q4 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	100.0	100.0	100.0

HospitalityManagementAPR...Internship

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Students communicate effectively	16	0	3.94	4.00	1.063
q1.b Students conduct themselves in an ethical manner	16	0	4.31	5.00	1.078
q1.c Students conduct themselves in a professional manner	16	0	4.13	4.50	1.204
q1.d Students function effectively in teams	16	0	3.94	4.00	1.181
q1.e Students work effectively with supervisory personnel	16	0	4.06	4.00	1.063
q1.f Students are self-directed and responsible for their actions	16	0	3.38	4.00	1.147
q1.g Students possess needed technical skills	16	0	3.69	4.00	1.195
q1.h Students possess critical thinking skills	16	0	3.69	4.00	1.078
q1.i Students exhibit good writing skills	16	0	3.81	4.00	.981
q1.j Students have the needed computer skills	16	0	3.75	4.00	1.125
q1.k Students are prepared to enter the workforce	16	0	3.56	4.00	1.315
q1.l Prepares students to enter industry better than other schools	16	0	3.75	4.00	1.183
q1.m Job opportunities available to FSU Hosp grads	16	0	3.69	4.00	1.078
q2_1 Interested: Taking on interns	15	1	1.00	1.00	.000
q2_2 Interested: Posting current job openings	15	1	.67	1.00	.488
q2_3 Interested: Joining the alumni association	15	1	.27	.00	.458
q2_4 Interested: Gala information	15	1	.53	1.00	.516
q2_5 Interested: Scholarship fund	15	1	.13	.00	.352
q3_1 Social Media tools: Facebook	16	0	.88	1.00	.342
q3_2 Social Media tools: LinkedIn	16	0	.50	.50	.516
q3_3 Social Media tools: Twitter	16	0	.38	.00	.500
q3_4 Social Media tools: Email	16	0	.88	1.00	.342
q3_5 Social Media tools: Other	16	0	.06	.00	.250
q3.a Other specified	16	0			

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q4 Currently working in the Hospitality industry	16	0	1.00	1.00	.000
q5 Areas today's grads are most lacking upon entering industry	16	0			
q6 Strengths of program	16	0			
q7 Areas that need improvement	16	0			
q8 Additional comments/suggestions	16	0			

Frequency Table

q1.a Students communicate effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Neither Agree nor Disagree	3	18.8	18.8	25.0
	Somewhat Agree	7	43.8	43.8	68.8
	Strongly Agree	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

q1.b Students conduct themselves in an ethical manner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Neither Agree nor Disagree	1	6.3	6.3	12.5
	Somewhat Agree	5	31.3	31.3	43.8
	Strongly Agree	9	56.3	56.3	100.0
	Total	16	100.0	100.0	

q1.c Students conduct themselves in a professional manner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	1	6.3	6.3	12.5
	Neither Agree nor Disagree	1	6.3	6.3	18.8
	Somewhat Agree	5	31.3	31.3	50.0
	Strongly Agree	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

q1.d Students function effectively in teams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	1	6.3	6.3	12.5
	Neither Agree nor Disagree	2	12.5	12.5	25.0
	Somewhat Agree	6	37.5	37.5	62.5
	Strongly Agree	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

q1.e Students work effectively with supervisory personnel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Neither Agree nor Disagree	2	12.5	12.5	18.8
	Somewhat Agree	7	43.8	43.8	62.5
	Strongly Agree	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

q1.f Students are self-directed and responsible for their actions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	3	18.8	18.8	25.0
	Neither Agree nor Disagree	3	18.8	18.8	43.8
	Somewhat Agree	7	43.8	43.8	87.5
	Strongly Agree	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

q1.g Students possess needed technical skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	2	12.5	12.5	18.8
	Neither Agree nor Disagree	2	12.5	12.5	31.3
	Somewhat Agree	7	43.8	43.8	75.0
	Strongly Agree	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

q1.h Students possess critical thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	1	6.3	6.3	12.5
	Neither Agree nor Disagree	3	18.8	18.8	31.3
	Somewhat Agree	8	50.0	50.0	81.3
	Strongly Agree	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

q1.i Students exhibit good writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	12.5	12.5	12.5
	Neither Agree nor Disagree	3	18.8	18.8	31.3
	Somewhat Agree	7	43.8	43.8	75.0
	Strongly Agree	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

q1.j Students have the needed computer skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	1	6.3	6.3	12.5
	Neither Agree nor Disagree	3	18.8	18.8	31.3
	Somewhat Agree	7	43.8	43.8	75.0
	Strongly Agree	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

q1.k Students are prepared to enter the workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	3	18.8	18.8	25.0
	Neither Agree nor Disagree	3	18.8	18.8	43.8
	Somewhat Agree	4	25.0	25.0	68.8
	Strongly Agree	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

q1.l Prepares students to enter industry better than other schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Somewhat Disagree	1	6.3	6.3	12.5
	Neither Agree nor Disagree	4	25.0	25.0	37.5
	Somewhat Agree	5	31.3	31.3	68.8
	Strongly Agree	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

q1.m Job opportunities available to FSU Hosp grads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	6.3	6.3	6.3
	Neither Agree nor Disagree	6	37.5	37.5	43.8
	Somewhat Agree	5	31.3	31.3	75.0
	Strongly Agree	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

q2_1 Interested: Taking on interns

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	15	93.8	100.0	100.0
Missing	System	1	6.3		
Total		16	100.0		

q2_2 Interested: Posting current job openings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	31.3	33.3	33.3
	Selected	10	62.5	66.7	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

q2_3 Interested: Joining the alumni association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	11	68.8	73.3	73.3
	Selected	4	25.0	26.7	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

q2_4 Interested: Gala information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	7	43.8	46.7	46.7
	Selected	8	50.0	53.3	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

q2_5 Interested: Scholarship fund

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	81.3	86.7	86.7
	Selected	2	12.5	13.3	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

q3_1 Social Media tools: Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	12.5	12.5	12.5
	Selected	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

q3_2 Social Media tools: LinkedIn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	50.0	50.0	50.0
	Selected	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

q3_3 Social Media tools: Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	10	62.5	62.5	62.5
	Selected	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

q3_4 Social Media tools: Email

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	12.5	12.5	12.5
	Selected	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

q3_5 Social Media tools: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	15	93.8	93.8	93.8
	Selected	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q3.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	93.8	93.8	93.8
	Pinterest	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q4 Currently working in the Hospitality industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	100.0	100.0	100.0

q5 Areas today's grads are most lacking upon entering industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Additional work experiance is always beneficial but I cant think of anything this grad was lacking in.	1	6.3	6.3	6.3
	Confidence in decisions & critical thinking.	1	6.3	6.3	12.5
	Critical thinking skills. They need to problem solve & communicate well w/ all of those involved-guests, staff, contractors.	1	6.3	6.3	18.8
	Developing mature working relationships with their peers	1	6.3	6.3	25.0
	Experience	1	6.3	6.3	31.3
	I haven't dealt with graduates more interns.	1	6.3	6.3	37.5
	I haven't worked with any FSU Grads so it would not be fair to pass judgement.	1	6.3	6.3	43.8
	Intuition & instincts in regards to operational work, and guest satisfaction	1	6.3	6.3	50.0
	Many Interns are not respecting management & supervisors. They don't understand what is said on Facebook & twitter always gets back to those who are in charge.	1	6.3	6.3	56.3
	most are lacking practical experiance, although this is not the case w/ students who have participated in Gala	1	6.3	6.3	62.5
	Some of the interns that I have had need a little more help in public speaking.	1	6.3	6.3	68.8
	The one student we had really struggled w/ communicating in a professional way. His tendency was to use casual, college vernacular as opposed to those we require in a 5-Star Resort. Even after repeatedly pointing out to greet a guest with "Good evening sir/madam" instead of "What's up" Very inappropriate	1	6.3	6.3	75.0
	Their customer service skills are lacking. They come in expecting to receive a mgmt position after having completed 2 internships w/ no other job experiance. Sometimes, learning from the ground up is the best way to succeed. The sense of entitlement that you get from a lot of the grads is discerning. Another issue is their interview skills. A lot of the students are blunt, rude, negative & do not seem to have given any thought to the answers to the questions but blurting out the first thing that comes to mind.	1	6.3	6.3	81.3
	Understanding what is really expected of them.	1	6.3	6.3	87.5
	We only see a small segment of their capabilities so we can't really comment on this. For the jobs we have them doing, they seem well prepared.	1	6.3	6.3	93.8
	Working in a team environment, the use of Microsoft office programs (Mostly Excel), handling guest complaints.	1	6.3	6.3	100.0
Total	16	100.0	100.0		

q6 Strengths of program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	12.5	12.5	12.5
	Experience, confidence, follow through, attention to details	1	6.3	6.3	18.8
	Ferris offers the most hands on training of any other hospitality school	1	6.3	6.3	25.0
	Good background in technical skills & well prepared on the computer level. Good discipline & motivated to learn new things	1	6.3	6.3	31.3
	Great people skills. Every intern I have had has treated every customer they approach w/ respect & smiles.	1	6.3	6.3	37.5
	Hands on experience & great one on one interactions within all levels.	1	6.3	6.3	43.8
	Haven't seen yet. We are currently taking on a Hospitality Intern starting in May.	1	6.3	6.3	50.0
	I have only had one student so it is hard extrapolate the whole program.	1	6.3	6.3	56.3
	I haven't worked with any FSU Grads so it would not be fair to pass judgement.	1	6.3	6.3	62.5
	Professional and personable to our customers.	1	6.3	6.3	68.8
	Seemed eager to be a part of our team.	1	6.3	6.3	75.0
	The one student that I worked with was extremely personable, professional & interested in their development & advancement.	1	6.3	6.3	81.3
	They act very professional at the job; have good interaction skills with guests, students who have previous experience with internships tend to know how the industry works.	1	6.3	6.3	87.5
	They have a good base of knowledge. They know the "lingo" that a lot of hotels use that individuals from other programs don't recognize.	1	6.3	6.3	93.8
	Very professional	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q7 Areas that need improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	18.8	18.8	18.8
	Being prepared for interviews-Attire, professional resumes	1	6.3	6.3	25.0
	Handling Guest complaints, being able to read peoples emotions, extensive use of microsoft excel.	1	6.3	6.3	31.3
	I haven't worked with any FSU Grads so it would not be fair to pass judgement.	1	6.3	6.3	37.5
	In some cases writing skills. Not all though	1	6.3	6.3	43.8
	More preparation in communication skills & mannerisms in a professional environment (would show up for scheduled work time in wrinkled, disheveled condition).	1	6.3	6.3	50.0
	Not sure	1	6.3	6.3	56.3
	practical experiences & training, stronger Sales & marketing studies	1	6.3	6.3	62.5
	Public speaking	1	6.3	6.3	68.8
	The attitude that they are better then the job they are working. When you offend the person interviewing you or your boss by acting like to the job they do is below them or that they deserve more just because they have a degree is off-setting. Letting students know when they start the prog that they will not make \$40k their 1st yr out of school would probably help.	1	6.3	6.3	75.0
	Thinking on their feet, being able to handle a situation based on the information they have. Asking good questions to find out info.	1	6.3	6.3	81.3
	time management, ability to fulfill a task before moving onto another, focus, respect for supervisors, following through with something you have committed to.	1	6.3	6.3	87.5
	we have not started the internship.	1	6.3	6.3	93.8
	We only see a small segment of their capabilities so we can't really comment on this. For the jobs we have them doing, they seem well prepared.	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q8 Additional comments/suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	50.0	50.0	50.0
	I haven't worked with any FSU Grads so it would not be fair to pass judgement.	1	6.3	6.3	56.3
	I love the program! The students are trained well & the professors know their strengths & weaknesses. tudents would do well to listen to the comments their professors make & work on growing in areas where improvement is needed.	1	6.3	6.3	62.5
	I think that if you had a section in a few of the 300 and 400 level classes that spent some time focusing on proper resume writing, interview etiquette & the follow up process it would help the individuals interviewing for positions greatly. A lot of this critique comes from just having interviewed 9 hospitality students for an entry level front desk position & only finding 1 that did an excellent job.	1	6.3	6.3	68.8
	I think that reminding all students to seize the moment & take every opportunity to find out about the industry. Stay active & be on the cutting edge of programs & communication.	1	6.3	6.3	75.0
	Learn to work under stress, team work in proyects.	1	6.3	6.3	81.3
	Need more experience dealing w/ guest complaints & extensive use of microsoft excel (Difference between Macro and Micro) for reporting purposes. Help train students during certain classes to take on guest complaints & steps that need to be taken to handle common situations that occur in the hospitality industry.	1	6.3	6.3	87.5
	Overall we have been really pleased with all of students who have worked w/ us. They generally are eager to do a good job & are flexible & conscientious.	1	6.3	6.3	93.8
	We would certainly like to help students & provide a good learning tool to propel their careers. I think it needs to be made clear that although they may be a student you are nevertheless in a professional environment.	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Hospitality Management APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1.a Availability of my advisor	38	0	3.58	4.00	.758
q1.b Willingness of my advisor to help	38	0	3.68	4.00	.775
q1.c Quality of academic advising	38	0	3.71	4.00	.732
q1.d Quality of career advising	38	0	3.58	4.00	.793
q1.e Availability of required courses	38	0	3.37	3.50	.819
q1.f Clarity of degree requirements	38	0	3.74	4.00	.828
q1.g Quality of instruction	38	0	3.58	4.00	.793
q1.h Fairness of grading	37	1	3.65	4.00	.633
q1.i Opportunities for student feedback	38	0	3.53	4.00	.725
q1.j Quality of interaction with faculty	38	0	3.79	4.00	.704
q1.k Professional competence of department faculty	38	0	3.84	4.00	.679
q1.l Exposure to a wide range of career opportunities	38	0	3.82	4.00	.730
q1.m Quality of internship experience	38	0	3.92	4.00	.997
q1.n Availability of internship experience	38	0	3.82	4.00	.766
q1.o Quality of students in the program	38	0	3.26	3.00	.950
q1.p Classroom facilities related to the major	38	0	3.50	4.00	.830
q1.q Lab facilities related to the major	38	0	3.42	4.00	.858
q1.r Helpfulness of office staff	38	0	3.50	4.00	1.059
q1.s Quality of library holdings	38	0	3.76	4.00	1.125
q1.t Industry-specific software training	37	1	3.35	4.00	1.184
q1.u Overall preparation to enter hospitality industry	38	0	3.68	4.00	.739
q1.v Overall quality of leadership program	37	1	3.57	4.00	.801
q2.a Participating in Gala	38	0	3.37	4.00	.998
q2.b RSOs in the program	38	0	3.37	3.50	1.217
q2.c Field trips taken	38	0	3.32	4.00	1.118
q2.d In-class guest speakers	38	0	3.63	4.00	.751
q2.e Outside class guest speakers	38	0	3.50	4.00	1.084
q2.f Attending trade shows/seminars/conferences/meetings	38	0	3.53	4.00	.979
q2.g Opportunities for networking	38	0	3.53	4.00	.893
q3.a Participating in Gala	38	0	3.11	3.00	1.203
q3.b RSOs (Registered Student Organizations) in the program	38	0	3.24	3.50	1.403

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q3.c Field trips taken	37	1	3.81	4.00	.845
q3.d In-class guest speakers	38	0	3.63	4.00	.714
q3.e Outside class guest speakers	38	0	3.61	4.00	1.001
q3.f Attending trade shows/seminars/conferences/meetings	38	0	3.63	4.00	.970
q3.g Opportunities for networking	38	0	3.61	4.00	.916
q4.a Prepares students to enter industry better than other schools	37	1	3.49	4.00	.692
q4.b Better job preparing students to enter industry than other programs on campus	37	1	3.46	4.00	.803
q4.c Better job preparing students to enter industry than other programs in the COB	37	1	3.49	4.00	.692
q5 Have taken basic nutrition as scientific understanding elective	38	0	1.13	1.00	.343
q6 Enrolled in BS in Restaurant Mgmt if offered	38	0	1.63	2.00	.489
q7 Enrolled in AAS in Culinary Mgmt (accredited) if offered	38	0	1.42	1.00	.500
q8 Enrolled in AAS in Culinary Mgmt offered along w/ BS in Small Business	37	1	1.49	1.00	.507
q9 Highest degree earned from Hosp Programs	38	0	7.47	7.00	2.447
q10_1 Social media: Facebook	38	0	1.00	1.00	.000
q10_2 Social media: LinkedIn	38	0	.50	.50	.507
q10_3 Social media: Twitter	38	0	.55	1.00	.504
q10_4 Social media: Email	38	0	.95	1.00	.226
q10_5 Social media: Other	38	0	.08	.00	.273
q10.a Other specified	38	0			
q11 Like most about Hosp Programs	38	0			
q12 Like least about Hosp Programs	38	0			
q13 Suggestions for improvement	38	0			
q14 Additional comments	38	0			

Frequency Table

q1.a Availability of my advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	2	5.3	5.3	7.9
	Somewhat Satisfied	10	26.3	26.3	34.2
	Very Satisfied	24	63.2	63.2	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q1.b Willingness of my advisor to help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	1	2.6	2.6	7.9
	Somewhat Satisfied	4	10.5	10.5	18.4
	Very Satisfied	31	81.6	81.6	100.0
	Total	38	100.0	100.0	

q1.c Quality of academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	2	5.3	5.3	7.9
	Somewhat Satisfied	5	13.2	13.2	21.1
	Very Satisfied	29	76.3	76.3	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q1.d Quality of career advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	3	7.9	7.9	10.5
	Somewhat Satisfied	8	21.1	21.1	31.6
	Very Satisfied	25	65.8	65.8	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q1.e Availability of required courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	4	10.5	10.5	13.2
	Somewhat Satisfied	14	36.8	36.8	50.0
	Very Satisfied	18	47.4	47.4	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q1.f Clarity of degree requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Satisfied	7	18.4	18.4	23.7
	Very Satisfied	26	68.4	68.4	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q1.g Quality of instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	1	2.6	2.6	7.9
	Somewhat Satisfied	8	21.1	21.1	28.9
	Very Satisfied	27	71.1	71.1	100.0
	Total	38	100.0	100.0	

q1.h Fairness of grading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.7	2.7
	Somewhat Satisfied	10	26.3	27.0	29.7
	Very Satisfied	26	68.4	70.3	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q1.i Opportunities for student feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	1	2.6	2.6	5.3
	Somewhat Satisfied	14	36.8	36.8	42.1
	Very Satisfied	21	55.3	55.3	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q1.j Quality of interaction with faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	1	2.6	2.6	5.3
	Somewhat Satisfied	5	13.2	13.2	18.4
	Very Satisfied	29	76.3	76.3	94.7
	Does Not Apply	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

q1.k Professional competence of department faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Satisfied	6	15.8	15.8	18.4
	Very Satisfied	28	73.7	73.7	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q1.l Exposure to a wide range of career opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	1	2.6	2.6	5.3
	Somewhat Satisfied	5	13.2	13.2	18.4
	Very Satisfied	28	73.7	73.7	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q1.m Quality of internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	3	7.9	7.9	10.5
	Somewhat Satisfied	5	13.2	13.2	23.7
	Very Satisfied	18	47.4	47.4	71.1
	Does Not Apply	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

q1.n Availability of internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	1	2.6	2.6	5.3
	Somewhat Satisfied	6	15.8	15.8	21.1
	Very Satisfied	26	68.4	68.4	89.5
	Does Not Apply	4	10.5	10.5	100.0
	Total	38	100.0	100.0	

q1.o Quality of students in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.9	7.9	7.9
	Somewhat Dissatisfied	3	7.9	7.9	15.8
	Somewhat Satisfied	14	36.8	36.8	52.6
	Very Satisfied	17	44.7	44.7	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q1.p Classroom facilities related to the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	3	7.9	7.9	10.5
	Somewhat Satisfied	12	31.6	31.6	42.1
	Very Satisfied	20	52.6	52.6	94.7
	Does Not Apply	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

q1.q Lab facilities related to the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	4	10.5	10.5	13.2
	Somewhat Satisfied	13	34.2	34.2	47.4
	Very Satisfied	18	47.4	47.4	94.7
	Does Not Apply	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

q1.r Helpfulness of office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.9	7.9	7.9
	Somewhat Dissatisfied	3	7.9	7.9	15.8
	Somewhat Satisfied	8	21.1	21.1	36.8
	Very Satisfied	20	52.6	52.6	89.5
	Does Not Apply	4	10.5	10.5	100.0
	Total	38	100.0	100.0	

q1.s Quality of library holdings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	1	2.6	2.6	7.9
	Somewhat Satisfied	14	36.8	36.8	44.7
	Very Satisfied	8	21.1	21.1	65.8
	Does Not Apply	13	34.2	34.2	100.0
	Total	38	100.0	100.0	

q1.t Industry-specific software training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.9	8.1	8.1
	Somewhat Dissatisfied	6	15.8	16.2	24.3
	Somewhat Satisfied	9	23.7	24.3	48.6
	Very Satisfied	13	34.2	35.1	83.8
	Does Not Apply	6	15.8	16.2	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q1.u Overall preparation to enter hospitality industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Satisfied	12	31.6	31.6	34.2
	Very Satisfied	22	57.9	57.9	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q1.v Overall quality of leadership program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.7	2.7
	Somewhat Dissatisfied	2	5.3	5.4	8.1
	Somewhat Satisfied	11	28.9	29.7	37.8
	Very Satisfied	21	55.3	56.8	94.6
	Does Not Apply	2	5.3	5.4	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q2.a Participating in Gala

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	5	13.2	13.2	18.4
	Somewhat Satisfied	11	28.9	28.9	47.4
	Very Satisfied	17	44.7	44.7	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q2.b RSOs in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	10.5	10.5	10.5
	Somewhat Dissatisfied	4	10.5	10.5	21.1
	Somewhat Satisfied	11	28.9	28.9	50.0
	Very Satisfied	12	31.6	31.6	81.6
	Does Not Apply	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

q2.c Field trips taken

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	10.5	10.5	10.5
	Somewhat Dissatisfied	4	10.5	10.5	21.1
	Somewhat Satisfied	9	23.7	23.7	44.7
	Very Satisfied	18	47.4	47.4	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q2.d In-class guest speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	2	5.3	5.3	7.9
	Somewhat Satisfied	8	21.1	21.1	28.9
	Very Satisfied	26	68.4	68.4	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q2.e Outside class guest speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	5	13.2	13.2	18.4
	Somewhat Satisfied	9	23.7	23.7	42.1
	Very Satisfied	16	42.1	42.1	84.2
	Does Not Apply	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

q2.f Attending trade shows/seminars/conferences/meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.9	7.9	7.9
	Somewhat Dissatisfied	1	2.6	2.6	10.5
	Somewhat Satisfied	10	26.3	26.3	36.8
	Very Satisfied	21	55.3	55.3	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q2.g Opportunities for networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	2	5.3	5.3	10.5
	Somewhat Satisfied	10	26.3	26.3	36.8
	Very Satisfied	22	57.9	57.9	94.7
	Does Not Apply	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

q3.a Participating in Gala

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	13.2	13.2	13.2
	Somewhat Dissatisfied	7	18.4	18.4	31.6
	Somewhat Satisfied	8	21.1	21.1	52.6
	Very Satisfied	15	39.5	39.5	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q3.b RSOs (Registered Student Organizations) in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	7	18.4	18.4	18.4
	Somewhat Dissatisfied	4	10.5	10.5	28.9
	Somewhat Satisfied	8	21.1	21.1	50.0
	Very Satisfied	11	28.9	28.9	78.9
	Does Not Apply	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

q3.c Field trips taken

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.7	2.7
	Somewhat Dissatisfied	2	5.3	5.4	8.1
	Somewhat Satisfied	5	13.2	13.5	21.6
	Very Satisfied	24	63.2	64.9	86.5
	Does Not Apply	5	13.2	13.5	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q3.d In-class guest speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.6	2.6	2.6
	Somewhat Dissatisfied	1	2.6	2.6	5.3
	Somewhat Satisfied	10	26.3	26.3	31.6
	Very Satisfied	25	65.8	65.8	97.4
	Does Not Apply	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

q3.e Outside class guest speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	2	5.3	5.3	10.5
	Somewhat Satisfied	11	28.9	28.9	39.5
	Very Satisfied	17	44.7	44.7	84.2
	Does Not Apply	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

q3.f Attending trade shows/seminars/conferences/meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.9	7.9	7.9
	Somewhat Satisfied	9	23.7	23.7	31.6
	Very Satisfied	22	57.9	57.9	89.5
	Does Not Apply	4	10.5	10.5	100.0
	Total	38	100.0	100.0	

q3.g Opportunities for networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.3	5.3	5.3
	Somewhat Dissatisfied	2	5.3	5.3	10.5
	Somewhat Satisfied	8	21.1	21.1	31.6
	Very Satisfied	23	60.5	60.5	92.1
	Does Not Apply	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q4.a Prepares students to enter industry better than other schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.6	2.7	2.7
	Somewhat Disagree	1	2.6	2.7	5.4
	Somewhat Agree	14	36.8	37.8	43.2
	Strongly Agree	21	55.3	56.8	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q4.b Better job preparing students to enter industry than other programs on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.3	5.4	5.4
	Somewhat Disagree	1	2.6	2.7	8.1
	Somewhat Agree	12	31.6	32.4	40.5
	Strongly Agree	22	57.9	59.5	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q4.c Better job preparing students to enter industry than other programs in the COB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.6	2.7	2.7
	Somewhat Disagree	1	2.6	2.7	5.4
	Somewhat Agree	14	36.8	37.8	43.2
	Strongly Agree	21	55.3	56.8	100.0
Total		37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q5 Have taken basic nutrition as scientific understanding elective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	86.8	86.8	86.8
	No	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

q6 Enrolled in BS in Restaurant Mgmt if offered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	36.8	36.8	36.8
	No	24	63.2	63.2	100.0
	Total	38	100.0	100.0	

q7 Enrolled in AAS in Culinary Mgmt (accredited) if offered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	57.9	57.9	57.9
	No	16	42.1	42.1	100.0
	Total	38	100.0	100.0	

q8 Enrolled in AAS in Culinary Mgmt offered along w/ BS in Small Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	50.0	51.4	51.4
	No	18	47.4	48.6	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

q9 Highest degree earned from Hosp Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	1	2.6	2.6	2.6
	Minor in Club Management	2	5.3	5.3	7.9
	Minor in Special Event & Meeting Planning	1	2.6	2.6	10.5
	AAS in Restaurant & Food Industry Management	3	7.9	7.9	18.4
	AAS in Dietary Food Service Management	1	2.6	2.6	21.1
	BS in Resort Management	13	34.2	34.2	55.3
	BS in Hotel Management	2	5.3	5.3	60.5
	BS in Hotel w/ AAS in Restaurant & Food Industry Management	3	7.9	7.9	68.4
	None of the above	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

q10_1 Social media: Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	38	100.0	100.0	100.0

q10_2 Social media: LinkedIn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	19	50.0	50.0	50.0
	Selected	19	50.0	50.0	100.0
	Total	38	100.0	100.0	

q10_3 Social media: Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	17	44.7	44.7	44.7
	Selected	21	55.3	55.3	100.0
	Total	38	100.0	100.0	

q10_4 Social media: Email

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	5.3	5.3	5.3
	Selected	36	94.7	94.7	100.0
	Total	38	100.0	100.0	

q10_5 Social media: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	35	92.1	92.1	92.1
	Selected	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

q10.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		35	92.1	92.1	92.1
	myspace & pinterest	1	2.6	2.6	94.7
	Pinterest	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

q11 Like most about Hosp Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	18.4	18.4	18.4
	All of the hands on stuff & the real life problems that we will come across	1	2.6	2.6	21.1
	All of the opportunities to network and be involved as well as the guest speakers.	1	2.6	2.6	23.7
	All of the people in the program, both student and staff, are great to work with	1	2.6	2.6	26.3
	Amy Dorey, Julie Doyle, Mark Wilson. Enjoy the events and opportunities to get involved.	1	2.6	2.6	28.9
	Beverage Management	1	2.6	2.6	31.6
	community of students and staff	1	2.6	2.6	34.2
	Everyone being involved in events. I love all the trips we take as well because we get to see hotels/resorts first hand.	1	2.6	2.6	36.8
	Field Trips - Incredibly Valuable Opportunities from Gala, RSOs and just "helping out" around the office	1	2.6	2.6	39.5
	I like how the teachers take their personal experience and relate it to our classes and material	1	2.6	2.6	42.1
	I like the amount of speakers, some are not very good. Went to a STAR speaker recently, three hours long, still DID NOT end on time.	1	2.6	2.6	44.7
	I like the knowledge that the professors have of the real world.	1	2.6	2.6	47.4
	I liked being apart of the gala management team, being apart of an RSO that is the industry organization to be apart of, the profs are amazing & always willing to help, & we can talk to the profs anytime of the day.	1	2.6	2.6	50.0
	I love the personal relationship that each of the faculty has with the students as well as the caringness, ability to understand & willingness to help the students in ANYTHING that they need. I also enjoy that the prog is rather small & everyone seems to know everyone.	1	2.6	2.6	52.6
	I really enjoy the hands on experience of the Hospitality Programs. It surprises so many people that we actually get to learn how to make the foods & beverages that you would otherwise only learn in real world experience.	1	2.6	2.6	55.3
	Learning from other students and their experiences with their internships. Sometimes learning from peers is more helpful than learning in the classroom.	1	2.6	2.6	57.9

q11 Like most about Hosp Programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Nothing at all except the food making class and drinking class	1	2.6	2.6	60.5
One on one situations, oppurtunities	1	2.6	2.6	63.2
Teachers.	1	2.6	2.6	65.8
The faculty, Gala, field trips, current industry knowledge, Food & Wine fest, & faculty with lots of industry experience & their great contacts in the industry	1	2.6	2.6	68.4
The Gala is a great experience to be able to be a part of.	1	2.6	2.6	71.1
The guest speakers know what they are talking about & know how to get the students excited for the hospitality industry. The field trips are good experience for us to see the industry & better understand what we are getting into. GALA & IWBFF give us great experience in just a small part of the industry.	1	2.6	2.6	73.7
the professors are very helpful	1	2.6	2.6	76.3
The professors, such as Amy Dorey and Karen Bledsoe. They keep the classes interesting.	1	2.6	2.6	78.9
The profs I have had are some of the best I have been taught by on this campus. They show they genuinely care about us & do everything they can to help us succeed. I also love the culinary based classes & wish there could be more.	1	2.6	2.6	81.6
The size of the classes, and the material that we learn.	1	2.6	2.6	84.2
The staff is nothing but helpful and verk knowledgable.	1	2.6	2.6	86.8
The teachers do a fantastic job providing us w/ info that we need to know when entering the hosp industry. They are very energetic & passionate about what they are teaching which helps keep focus during lecture.	1	2.6	2.6	89.5
The wide range of career opportunities within the Hospitality Program.	1	2.6	2.6	92.1
They are fun to learn about	1	2.6	2.6	94.7
This very straight forward on what you have to dofor your degree, along with a ton of options you can do along the way. Classes are in two building and not spread all over campus.	1	2.6	2.6	97.4
versatility & that it keeps growing	1	2.6	2.6	100.0
Total	38	100.0	100.0	

q12 Like least about Hosp Programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	36.8	36.8	36.8
Advisor didn't do much, I only went to make sure I was on track & that my holds would be lifted. I have 5 degrees in 4.5 because I planned my classes & degrees. A different advisor noticed my class load & asked if I was adding extra minors, only then did I learn about the additional paperwork, which was completed. I was cleared to graduate and then was told I still needed another class on top of the one I already knew I had to take. That was disappointing.	1	2.6	2.6	39.5
because the program is so small, there is some favoritism (or perceived favoritism) between staff and certain students	1	2.6	2.6	42.1
Faculty gives special treatment to certain students, some valud over others, often feel like a bother	1	2.6	2.6	44.7
For a small program we are not very close, some guest speakers are very boring from on campus, the RSOs are not very involved with campus, ESD doesn't do much.	1	2.6	2.6	47.4
I don't like how students say that the program doesn't offer them anything when there is a lot of stuff out there for them. I also don't like the custodial staff does the bare minimums, if that, when he cleans at night, and then when approached about mopping a floor, it was something he said needed to be done by maintenance.	1	2.6	2.6	50.0
I wish more of the classes were offered in the Summer	1	2.6	2.6	52.6
I would have enjoyed the opportunity to attend more field trips.	1	2.6	2.6	55.3
I would like more hands on experience in classes & more frequently. I wish there were more hosp RSOs. I think it would be great to have an American Lodging Assn student org chapter. I know they have some at other universities.	1	2.6	2.6	57.9
it wasn't offered off campus	1	2.6	2.6	60.5
Not big enough classrooms/chairs The professors get very overwhelmed with the amount of advising they have to do Sharing opportunities with MIMA, PGM and PTM. They give the hospitality department a bad rep when we go to Food & Wine Fest, field trips, GFS Holiday show, gala and even just in class. They do NOT respect the Hosp profs, show up with piercings, facial hair & not appropriate clothing. If MIMA can make their RSO mandatory, we should be able to as well.	1	2.6	2.6	63.2
Not enough notice for events & speakers on campus. RSOs seem to not put enough effort in recruiting members & are very unclear to new students. They aren't explained well & e-board members are unprofessional sometimes. They need to be better leaders & more proactive for their groups. Mrs. Wolfer comes across as unapproachable & rude to students occasionally.	1	2.6	2.6	65.8
Nothing, I love this program	1	2.6	2.6	68.4
Professors playing "favorites"	1	2.6	2.6	71.1
Some classes.	1	2.6	2.6	73.7
Some teachers just give you busy work that won't relate to your job.	1	2.6	2.6	76.3
Sometimes things are not clear on what you have to do. As in RSO, GALA, stuff like that.	1	2.6	2.6	78.9
The classes and the people and what not	1	2.6	2.6	81.6

q12 Like least about Hosp Programs

	Frequency	Percent	Valid Percent	Cumulative Percent
The favoritism teachers show students they like. Some instructors show more favoritism than others, but all do it. And the office secretary needs to take some lessons in Hospitality herself-its obvious this is just a job & not a passion for her.	1	2.6	2.6	84.2
The hosp progs are mainly based on hotel & special events. As a student who is very interested in the restaurant industry, I have no been able to learn as much as I would've otherwise enjoyed. I also believe that we don't learn enough about what to do in disastrous situations (fires, food borne illness break outs, etc.). So many of the students have little to no experience in our industry. The importance of getting this real world experience before graduation is not stressed enough. There are also so many students unaware of the percentages they are suppose to be tipping when they go out. Another thing that would be nice to learn is how much we should be asking for in wages when we graduate.	1	2.6	2.6	86.8
the limitations to what classes are offered each semester,	1	2.6	2.6	89.5
The small selection of classes	1	2.6	2.6	92.1
The very limited number of one class that is available.	1	2.6	2.6	94.7
The wine & food festival	1	2.6	2.6	97.4
There are a few classes that there is not much taught. Having to work at the food & wine festival & gala every year.	1	2.6	2.6	100.0
Total	38	100.0	100.0	

q13 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	50.0	50.0	50.0
allow srs to attend gala rather than having to work it; set a specific grade needed to move forward from a class. I feel I would have worked harder & learned more. Students should have to join NACE or some kind of org; Have students work together more so that they get to know eachother more. I literally only know 3 people in my prog & ill be graduating in dec.; have small get togethers for all students in hospitality program once a month on or off campus	1	2.6	2.6	52.6
being more hospitable to students and available	1	2.6	2.6	55.3
Better advertisements for RSO meetings, more involvement on campus.	1	2.6	2.6	57.9
Either a few more seats in the class, or more sections of the same class.	1	2.6	2.6	60.5
Fairness.	1	2.6	2.6	63.2
First internship was TERRIBLE. Do not send students to The Homestead unless having a negative experience is wanted. I almost changed my major upon return, but my second internship changed my mind.	1	2.6	2.6	65.8

q13 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Have profs from other majors go on the trips/activities alongside the hosp profs to reduce disrespectful behavior. More chairs in the rooms. Mandatory participation in RSO's and/or Gala management.	1	2.6	2.6	68.4
Have the teachers be aware of the favoritism so they can realize and get a new, nicer office secretary.	1	2.6	2.6	71.1
I think overall, our hosp education facility could be dramatically improved. It feels so isolated from the rest of campus & really feels like it wasn't built specifically for the hosp prog. Maybe it wasn't in the beginning. I feel a better facility would also attract more students who may not be aware of pursuing a degree in Hosp Mgmt.	1	2.6	2.6	73.7
I would suggest allowing certain classes to count for scientific credits.	1	2.6	2.6	76.3
I would suggest making RSOs mandatory for 1 year like at MSU. The office staff could be more organized w/ important info & notifications, ie the office didn't tell certain students about an event until 3 days before.	1	2.6	2.6	78.9
Improving hosp facility. Doesn't seem to be up to the standards of other hosp colleges. More guidance for new students/transfer students to make sure they are fitting into the program appropriately.	1	2.6	2.6	81.6
It would be awesome if there was more of an emphasis on healthier choices & on nutrition in this program w/ the obesity epidemic I think it is definitely a necessity.	1	2.6	2.6	84.2
Keep improving.	1	2.6	2.6	86.8
More field trips to see how the industry works, a BS in Restaurant Management and another beverage Management class, to learn more about drinks/bar tending/serving.(not saying this just to drink in class)	1	2.6	2.6	89.5
More field trips. I learn better from actually seeing things, so when we took the field trip to Holland & Grand Rapids, I got to learn a ton from seeing the hotels & how things actually operated.	1	2.6	2.6	92.1
offer more classes for a wider range of hospitality industry classes	1	2.6	2.6	94.7
Stop having everyone think they're better than everyone else	1	2.6	2.6	97.4
The hosp progs are mainly based on hotel & special events. As a student who is very interested in the restaurant industry, I have not been able to learn as much as I would've otherwise enjoyed. I also believe that we don't learn enough about what to do in disastrous situations (fires, food borne illness break outs, etc.). So many of the students have little to no experience in our industry. The importance of getting this real world experience before graduation is not stressed enough. There are also so many students unaware of the percentages they are suppose to be tipping when they go out. Another thing that would be nice to learn is how much we should be asking for in wages when we graduate.	1	2.6	2.6	100.0
Total	38	100.0	100.0	

q14 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		29	76.3	76.3	76.3
	All of the profs are great & very understanding, I'm glad that I'm apart of this prog & will support it for many years to come.	1	2.6	2.6	78.9
	I think the hosp progs have tremendous opportunity to expand & perhaps be their own "College" (College of Hospitality?). We just don't have the facility or resources for it at the moment. I know we have staff that are hard working & provide exceptional assistance & guidance to students that could make growth of the program successful.	1	2.6	2.6	81.6
	I used to want to help as much as possible for the gala, but it seems to have declined substantially each year. Organization is lacking & it's clear they don't need assistance when I show up to help & the leaders are sitting around or goofing off(hairspray wars). This should be changed, if Gala chair heads have nothing to do, they should leave. It makes me feel like I am wasting my time. The nights I was working my "bosses" would be gone for long periods of time, making it hard to continue on w/out direction or approval. It is understood these are other people's ideas & visions and I don't want to guess how they should be completed. Also, while I was working, my fragile project was moved so another group could sit closer to the outlet & check Facebook. These were a few things I notice while putting in my hours & I heard other volunteers have similar complaints. Maybe to change this, make work night times specific to groups. Ask when the room will be needed for building, sandcastles, giant pictures, silent auction, marketing, ect. and have time signup sheets. Loud projects can be put in 1 room, quieter projects in another. There are 3 rooms that can be utilized for each project. I was receiving glares for using a hammer; this shouldn't be happening.	1	2.6	2.6	84.2
	I'm not always involved & I feel like sometimes the profs favor the people who are more involved; it just makes some of us feel stupid when we're in class. Just throwing that out there.	1	2.6	2.6	86.8
	I'm very disappointed. They whore you out like your some object just so they get their money from their events they don't care if you have other important stuff to do, my advisor had been advising me wrong all along & because of that if I would of stayed in hosp i would of had to been at FSU for an extra year probably so kudos to me getting out of this prog. The people are all just full of themselves & profs will act way more friendly & help those who suck up to them rather than everyone else. I saw how they'd be super nice to those kids then when I go to talk to my advisor its lets shit on him for not doing so well in school but yet we've been guising him the wrong way. getting out of hosp was the best thing I've ever done here.	1	2.6	2.6	89.5

q14 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
let every student that is accepted get an id whether they have a class at fsu yet or not, i feel like neither school wants me, they just both want my money.	1	2.6	2.6	92.1
Make sure all advisors are up to date on everything going on. I was told i could take a class in my major, but when i went back to schedule for the next semester i was told it wasn't in my major by a more experience advisor. i love the finance class & need it for my life but it was disappointing that i took it when not in my major.	1	2.6	2.6	94.7
office staff should be more helpful & pleasant to students.	1	2.6	2.6	97.4
The profs really do a great job. It is so awesome that they have real world experience & are always looking for the next best thing to teach. One thing that I would like to also suggest is making some of these classes mixed delivery. A lot of these classes are based on reading the book & getting your certification. There are a couple profs who frequently cancel classes, no complaints about that. I feel a mixed delivery class would be more beneficial to both them & us in this scenario.	1	2.6	2.6	100.0
Total	38	100.0	100.0	

Hospitality Alumni Survey

As part of the Academic Program Review process, we are asking Hospitality Alumni to please take a few minutes to complete this survey of the program. Your answers will be confidential. Please provide your updated contact information so that we can update our Alumni Directory. Your response is needed by April 30, 2013.

1. Please indicate your level of satisfaction with each of the following aspects of the Hospitality Management program.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Does Not Apply
Availability of my advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness of my advisor to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of career advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of required courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of interaction with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional competence of department faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to a wide range of career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of internship experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of internship experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities related to the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab facilities related to the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness of office staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of library holdings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry-specific software training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall preparation to enter hospitality industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of leadership program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each of the following items, please indicate your level of satisfaction with the *learning value* of the item.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Does Not Apply
Participation in Gala	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RSOs (Registered Student Organizations) in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field trips taken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class guest speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside class guest speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending trade shows/seminars/conferences/meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Did you take *any* (even just one) of your Hospitality Management classes as a mixed delivery environment?

- Yes
- No

4. How would you rate your satisfaction with the quality of learning?

- Very Dissatisfied
- Somewhat Dissatisfied
- Somewhat Satisfied
- Very Satisfied

5. Please indicate your level of agreement with each of the following statements about the FSU Hospitality Management program.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I am satisfied with my current career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management prepared me for my first job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management prepared me for my current job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSU gave me the tools to advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management faculty were helpful in my job search.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with information in my job search.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My internship(s) was/were valuable in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to, or am, furthering my formal education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. If a course in basic nutrition were offered as a scientific understanding elective, would you have taken it?

- Yes
- No

7. If Spa Management courses had been available would you have enrolled?

- Yes
- No

8. Would you have taken a Hospitality Management Course fully online?

- Yes
- No

9. Which was the highest degree you earned from Hospitality Programs?

- Certificate
- Minor in Club Management
- Minor in Restaurant & Food Industry Mgmt
- Minor in Special Event & Meeting Planning
- AAS in Restaurant & Food Industry Management
- AAS in Dietary Food Service Management
- BS in Resort Management
- BS in Hotel Management
- BS in Hotel w/ AAS in Restaurant & Food Industry Management
- None of the above

10. In what year did you graduate?

11. Are you currently working in the Hospitality industry?

- Yes
- No

12. Salary range

- \$30,000 or less
- \$30,001 - \$40,000
- \$40,001 - \$50,000
- \$50,001 - \$60,000
- \$60,001 or above

13. Are you interested in any of the following? (Please select all that apply.)

- Taking on interns
- Posting current job openings
- Joining the alumni association
- Gala information
- Scholarship fund

14. What social media tools do you currently use? (Please select all that apply.)

- Facebook
- LinkedIn
- Twitter
- Email
- Other

Please Specify:

15. What things do you like the most about Hospitality Management?

16. What things do you like the least about Hospitality Management?

17. What suggestions for improvement would you make?

18. Upon entering the industry, do you feel you were lacking skills in any particular area? If so, please describe.

19. If you have additional comments that might assist in the program review process, please include them here.

Please complete the following contact information questions so that we can update our alumni directory. It is especially important to complete these fields if you indicated you want more information regarding any of the choices in Question 13. Your contact information will NOT be connected to your survey responses in any way.

20. Name

21. Job Title

22. Company

23. Address (include Street, City, State and Zip Code)

24. Phone number

25. Email address

Thank you for your participation and feedback.



Hospitality Faculty Survey

As part of the Academic Program Review process, we are asking Hospitality Faculty/Staff to please take a few minutes to complete this survey of the program. Your answers will be confidential. Please respond to this survey by April 30, 2013.

1. For each item listed below, choose the option that best represents your perception.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Lack of Info or NA
Hospitality Programs are consistent with the mission of FSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program curriculum includes courses relevant to program objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program and its curriculum are regularly reviewed to insure that they remain current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program is guided by an effective advisory board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the Hospitality programs at Ferris compares favorably with similar programs throughout the state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provides students with appropriate academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The FSU Administration supports the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provides students with appropriate advising about career planning and placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provides students with appropriate classroom activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current operating budget is sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of qualified tenure-track faculty is sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional facilities and equipment are sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library and research resources are sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of clerical and support staff is sufficient to meet program needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program has adequate resources allocated for coordination and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department and university provide program faculty sufficient opportunities and support for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management students conduct themselves professionally and diligently in classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management students compare favorably with other College of Business students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management students are prepared to enter the workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management provide ample opportunity for practical experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What do you see as the strengths of the Hospitality Programs?

3. What do you see as areas needing improvement?

4. If you have additional comments that might assist in the program review process, please include them here.

Thank you for your participation and feedback.

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TRAINING PROGRAM REQUIREMENTS

OVERVIEW

There are several purposes for the ANFP Training Program *Requirements*:

- ◆ To provide guidance to colleges
- ◆ To ensure that learner success is the focus
- ◆ To facilitate approval

With the 2012 revision of the ANFP Training Program *Requirements*, there is continued focus on learner success rather than solely on college or program administrative characteristics. There are four *Requirements* focusing on four components of learner success:

COMPONENTS OF LEARNER SUCCESS			
Requirement I ◆ Organizational Culture	Requirement II ◆ College Accountability	Requirement III ◆ Academic and Learning Outcomes	Requirement IV ◆ Program Measures/Improvement
Accreditation: Form 1.1 Page 7	Supporting Learners: Form 2.1 A for face-to-face programs Form 2.1 B for online programs Page 21 or 22	Curriculum: Form 3.1 Page 35	Learner Assessment: Form 4.1 Page 60
Program Staff Qualifications: Form 1.2 A and 1.2 B Page 10 and 11	Admissions and Testing: Form 2.2 Page 24	Online Course Readiness (online programs only): Form 3.2 Page 47	Continuous Quality Improvement: Form 4.2 Page 66
Program Design: Form 1.3 Page 13	Field Experience: Form 2.3 Page 26	Learning Community: Form 3.3 A or 3.3 B Page 54 or 55	Publication of Learner Success: Form 4.3 Page 68
Use of ANFP Pre-Approved Curriculum and Course Listing: Form 1.4 A and 1.4 B Page 15 and 16	Program Director's Commitment: Form 2.4 Page 30	Faculty and Advisory Commitment: Form 3.4 Page 57	
Program Communication: Form 1.5 Page 18	Resources: Form 2.5 A for face-to-face programs Form 2.5 B for online programs Page 32 or 33		

Note: Links to each Form in this document are provided by clicking on the indicated Form number.

PROCEDURES FOR SUBMITTING YOUR PROGRAM

Following these procedures will expedite the approval of your program. Use this table as a quick checklist to make sure all steps for the entire process are completed.

STEP 1 Meeting the Training Program Requirements	STEP 2 Formatting Requirements	STEP 3 Submitting Your Program
Forms 1.1 – 4.3 in the <i>Requirements</i> packet must be completed and included (as indicated). These forms may be photocopied.	All papers submitted must be typed/keyed. Photocopies must be clear.	Three copies, in three separate binders, must be submitted (one original copy plus two photocopies). This ensures that all materials stay in order when being reviewed.
	All pages must be numbered consecutively.	Submit the review fee with the three binders.
	A table of contents must be included at the beginning.	The Program Director must keep a copy of the program documents (binder) at the college. Copies sent to ANFP will not be returned.
	Cross referencing should be minimized. If necessary, exact page numbers must be provided.	<p><u>Send packets to:</u> Lindy Bakos, Professional Development Associate Association of Nutrition & Foodservice Professionals 406 Surrey Woods Drive St. Charles IL 60174</p> <p><u>Contact Information:</u> Phone: 800.323.1908 Fax: 630.587.6308 Email: lbakos@anfponline.org phimrod@anfponline.org</p>

The review process takes 90 days from receipt at ANFP. Students enrolled in a program during the review time period would be eligible to take the credentialing exam if program approval is granted before graduation. ANFP reserves the right to return any programs that are not prepared according to the guidelines in the *Requirements* packet.

ANNUAL MAINTENANCE FOLLOWING PROGRAM APPROVAL

Use of the ANFP Logo

Certified Dietary Manager is the professional designation given to members of the Association of Nutrition and Foodservice Professionals (ANFP). **All programs are expected to incorporate that name in their brochures and programs.** A copy of the ANFP logo will be e-mailed to the Program Director for the promotional brochures, or a hard copy can be mailed, if requested. Do not distribute materials that include the logo prior to program approval.

Notification to ANFP

- ◆ Faculty changes (names/addresses/phone numbers/resumes/Commission on Dietetic Registration [CDR] cards), must be submitted to ANFP **within two weeks of the change.**
- ◆ With student's permission, student names/addresses will be e-mailed to ANFP each month or whenever students enroll. An interactive form is available on the ANFP Instructors' Resource Center for ease of reporting student contact information. (Note: Make sure students have consented to have their personal data submitted to ANFP.) Applications for scholarships will not be considered unless the applicant's name has been submitted to ANFP by the college.
- ◆ Graduate lists shall be e-mailed to ANFP **within two weeks of graduation.**

REQUIREMENT I

ORGANIZATIONAL CULTURE

1.1 Accreditation

ANFP Training Programs are established in post-secondary accredited colleges recognized by the Council for Higher Education Association (CHEA), www.chea.org To verify status, visit <http://www.chea.org/search/search.asp>



Complete Form 1.1 with all dates and signatures.

- ◆ Post-secondary colleges must be accredited and listed as such on the CHEA website.
- ◆ Proof of accreditation must be included along with dates of the current accreditation.



Complete Form 1.1 with all dates and signatures.

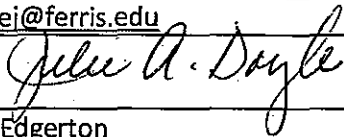
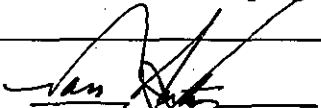
- ◆ Post-secondary colleges must be accredited and listed as such on the CHEA website.
- ◆ Proof of accreditation must be included along with dates of the current accreditation.

Requirement I: Organizational Culture

FORM 1.1 - ACCREDITATION

General Information – ANFP Training Program

Program Title (please print – do not abbreviate)	Dietary and Food Service Management
Application Date	8/1/2012
Name of College	Ferris State University
Address of College	Hospitality Management, 1319 Cramer Circle, 106 West Commons
City, State, Zip	Big Rapids, Michigan 49307
Telephone Number to Use on ANFP Website	231-591-2382 Is this a toll-free number: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
College Website Address (Note: Your program will be advertised on the ANFP Website)	http://www.ferris.edu/business/programs/hospitality
College Accreditation (agency or commission recognized by CHEA)	North Central Association of Colleges and Schools
Date of Accreditation	1959
Length of Accreditation	52 Years
Maximum Program Enrollment Capacity	120

Program Director's Name (please print)	Julie A. Doyle, Program Coordinator
Preferred Mailing Address	Hospitality Management, 1319 Cramer Circle, 106 West Commons
City, State, Zip	Big Rapids, Michigan 49307
Work Telephone	231-591-2382
Work Fax Number	231-591-2998
Home Telephone	231-796-7536
Preferred Email Address	doylej@ferris.edu
Program Director's Signature	
Program Administrator's Name (please print)	Van Edgerton
Title	Associate Dean / Dept. Head for Sports, Entertainment & Hospitality
Work Telephone	231-591-2387
Work Fax Number	231-591-3548
Preferred Email Address	edgertov@ferris.edu
As administrator, I agree to notify ANFP within two weeks of a change in the program director. I also agree to forward to ANFP the resume of the new program director, along with the notification letter.	
Program Administrator's Signature	

FORM 1.1 - Accreditation (continued)

Person to Whom Invoices and Official Notices should be sent

Name	Julie A. Doyle, Program Coordinator
Address	Hospitality Management, 1319 Cramer Circle, 106 West Commons
City, State, Zip	Big Rapids, Michigan 49307
Type of Program (check all that apply)	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> In State Only <input type="checkbox"/> Nationally <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence
Type of Award Granted	<input type="checkbox"/> Certificate Only <input checked="" type="checkbox"/> Two-Year Diploma in: <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Dietetic Technician <input checked="" type="checkbox"/> Other: Dietary Food Service Management
Length of Program (in months)	24 months
Cost of Program (including textbooks)	\$23,000
Total College Credit Hours Required	62 semester
Total Non-College Credit Hours Required	0
ANFP Pre-Approved Curriculum Used	<input checked="" type="checkbox"/> Yes - Copyright Date: 2012 <input type="checkbox"/> No
ANFP Textbooks Used	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Requirement I: Organizational Culture

1.2 Program Staff Qualifications

The program personnel meet the qualifications defined by ANFP.

FACULTY – a qualified professional with at least two years of practitioner competency who has teaching responsibility at the program site.

- Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian.
- Instructors for distance education or correspondence must be Registered Dietitians.
- Instructors who teach online must have completed a formal online instructor training program.

PROGRAM DIRECTOR – the individual employed by the college, responsible for the ANFP Training Program. Must meet one of the following criteria:

- Registered Dietitian or Licensed Dietitian
- Professional educator with a background in nutrition, healthcare, and/or foodservice



Complete Form 1.2 A for each faculty member.

- Include a resume for each person completing Form 1.2 A.
- Include a current CDR card for Registered Dietitians teaching the Nutrition and Medical Nutrition Therapy class.



Complete Form 1.2 B for the program director.



Complete Form 1.2 A for each faculty member.

- Include a resume for each person completing Form 1.2 A.
- Include a current CDR card for Registered Dietitians teaching the Nutrition and Medical Nutrition Therapy class.
- NOTE: Instructors for online programs must have completed a formal online teacher training program. Attach policy that shows the requirement or documentation of training. Include a current CDR card for Registered Dietitians teaching the Nutrition and Medical Nutrition Therapy class.



Complete Form 1.2 B for the program director.

FORM 1.2 A - PROGRAM STAFF QUALIFICATIONS

Name and Title of Faculty Member (please print)	Julie M. Alles, Adjunct Faculty
Preferred Email Address	alle2@ferris.edu
List all courses within the ANFP Training Program taught by faculty member	MRIS 102 – Orientation to Medical Vocabulary

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

Name: Julie Alles, RHIA, 19681 W. Wood Lake Rd, Pierson, MI 49339 (616)204-4861),
Email Julie_alles@hotmail.com

Credentials: Registered Health Information Administrator (RHIA)

Education: Currently working on Masters in Career and Technical Education/Instructor
Concentration, Ferris State University expected graduation date 12/12
Bachelor of Science Health Information Management, Ferris State University 8/09
Bachelor of Science Health Care System Administration, Ferris State University B/09
Associates in Applied Science Health Information Technology,
Ferris State University 8/03

Work History:

08/2009 Ferris State University
to Position: Part-time Adjunct Faculty
Present Responsibilities: Teach students the terminology of disease conditions, operative pathology, radiology, surgery, operative procedures and techniques, surgical instruments, anesthetic agents, and other specialized areas of medicine. The following are the classes that I teach: ICD-9CM coding, Health Information Systems I, Health Information Systems Lab 1, Fundamentals of Disease Processes, Intro Medical Billing and Reimbursement, and Medical Terminology.

Accomplishments:

- Preparing students for their internship and passing their national exam.

12/2008 Ferris State University
to Position: Structured Learning Assistance Facilitator
Present Responsibilities: Facilitate 3-4 hours of structured workshops each week, incorporating the duties such as clarifying course concepts, incorporating study skills, and prepare workshop materials. Facilitate development of study skills as applied to specific content Meet with professors weekly for workshop communication and feedback.

Accomplishments:

- All 36 students in medical terminology that had an SLA passed the course with a 70% or higher.

02/2007 MedQuist, MT. Laurel, New Jersey
to Position: Sr. Coder
06/2008 Responsibilities: Coding Emergency room facility charts and clinic notes.

Accomplishments:

- Keep a 98% accuracy rate and productivity rate

11/2006 Spectrum Health Downtown Campus, Grand Rapids, Michigan
to Position: Data Quality
02/2007 Responsibilities: Professional coding for an OBGYN Resident Clinic, educate the physicians on coding and the guidelines

Accomplishments:

- Optimize the aging list from 8 days down to 3 days
- Proficient in data entry

09/2003 Spectrum Health Reed City Campus, Reed City, Michigan
to Position: Outpatient coder for labs, surgeries, infusions, physical therapy and
11/2006 occupational therapy, observations, Crossroads Cancer Center and inpatient for skilled nursing facility
Responsibilities: Coding of Outpatient services, verification of record completion, and Creating daily ledger of uncoded fiscal services, Release of Information, member of the cancer committee. I reported data of the top five cancers we were treating each month,

Retrieved statistical data different types of diseases, training of new employees in the department, and identified the tasks of each employee and how many working hours it took to complete the tasks in an eight hour shift.

Accomplishments:

- Optimized the aging list from 1 Y. pages to Y. page to reduce the time of reimbursement services
- Accelerated my learning curve for outpatient coding for increased productivity in my current job assignment
- Created a new procedure for inpatient (SNF) skilled nursing facility coding
- Optimized physician record completion to under thirty days
- Proficient in data entry

10/1999
to
09/2003

West Michigan Credit Union Big Rapids, Michigan

Position: Customer Service Representative

Responsibilities: Managed the credit union when the branch supervisor was absent/vacation and administered disciplinary procedures when appropriate. Input Ferris payroll into central computer system, assisted daily with our collection department operations, and trained new employee in financial procedures

Accomplishments:

- Maintained high level of customer service to account members
- Developed leadership interpersonal skill by daily interaction with credit union functions
- Detail oriented and proficient with cash handling and balancing procedures
- Daily computer interaction into account transactions involving deposits, withdrawals, transfers, money orders, visa cash advances, travelers checks and certificates of deposit
- Active in opening new member accounts, and cross selling – credit union benefits
- Involved and maintained drive thru account responsibilities
- Proficient in using computer software, e.g. Word, Excel, and Microsoft PowerPoint

01/1998
to
10/1999

Chemical Bank, Big Rapids, Michigan

Position: Customer Service Representative

Responsibilities: Performed cash deliveries to other branch offices, performed customer service duties, filed and proofed customer checks, In charge of ATM daily process operations

Accomplishments:

- Learned mortgage loan process
- Achieved an understanding of daily bank operations

Name and Title of Program Director (please print)	Allen L. Anderson, Adjunct Faculty
Preferred Email Address	andersa8@ferris.edu
Description of Qualifying Background	M.B.A., Baker College-Flint; B.S. , Industrial and Environmental Health Management, Ferris State University Michigan Registered Sanitarian, License # 6701000997; Adjunct Instructor – Ferris State University, Baker College in Muskegon, and Grand Valley State University; Food Service Specialist, Michigan Department of Agriculture
List all courses within the ANFP Training Program taught by Program Director (if applicable)	RFIM 214 – Design and Layout of Food Facilities

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

Allen L., Anderson, R.S., MBA

5755 East Grove Drive
Kentwood, Michigan 49512
Home-(616) 698-6993
Cell-(616) 813-5250

OBJECTIVE:

SUMMARY OF QUALIFICATIONS:

- Ability to identify, plan, and prioritize needs, training and quality assurance methods
- Planned effective program protocols and developed and administered budgets
- Excellent communication skills and adaptability to different situations

EXPERIENCE:

Food Service Specialist

Michigan Department of Agriculture, Grand Rapids, MI (2001-present)

- Evaluate facility compliance with the Michigan Food law of 2000 and 2005 FDA Food Code
- Serve as regional specialist for water supply and wastewater disposal issues for commercial enterprises within jurisdiction
- Plan review, mobile foods, and building codes specialist for region's 3 and 5
- Train staff within jurisdiction on water and wastewater issues, building codes, local sanitary codes and administrative requirements for Safe Drinking Water Act
- Work with other agencies such as FDA, USDA, and other State and local health and building code enforcement departments
- Work with food production facilities on food bio-security

Plan Review Specialist

Michigan Department of Agriculture, Lansing, MI (1998- 2001)

- Performed accreditation technical reviews for local health department food service programs
- Served as technical plan review resource for local health departments and industry
- Helped develop funding formula for dispersal of \$8.4 million to local health department food service sanitation programs
- Directed all aspects of Michigan food establishment plan review program
- Developed plan review training guidelines for Michigan based on Michigan Food Law of 2000

Resume of Allen L. Anderson, pg.

- Help develop Minimum program requirements for local health department food service programs
- Planned, organized and oversaw the 1st annual conference of the Great lakes Conference for Food Protection
- Performed presentations for new Michigan Food Law of 2000 to local health departments, State of Michigan personnel, and the restaurant industry

Food Service Sanitation Program Lead

District Health Department Number One/Ten, (1993 -1998)

- Oversaw Food Service Sanitation program, inspected facilities, performed plan reviews, and enforced food law requirements
- Developed food program accreditation protocols to meet state program requirements
- Determined and prioritized training and program needs for department staff
- Developed risk based criteria for fee determination and facility classification
- Performed epidemiological investigations, taught epidemiological investigation techniques to professional nursing staff
- Taught Serve Safe management certification courses to industry
- Established quality improvement program to monitor, correct, and reduce critical deficiencies for food facilities within jurisdiction
- Developed analytical enforcement criteria
- Inspected and verified the installation of Type II public water supplies per the Safe Drinking Water Act. Conducted sanitary surveys
- Designed and verified installation of on-site water and waste-water systems for food service establishments, large and small campgrounds, commercial operations and private residences
- Oversaw locations for sewage injection from contractors as well as inspected and certified trucks used for carrying sewage and injecting into ground or working into ground surface
- Managed public swimming pool program
- Led committee to standardize inspection language for computer based inspection programs

District Wide Sanitarian

Central Michigan District Health Department, (1991-1993)

- Designed and verified installation of on-site water and waste-water systems
- This position operated across the six counties within the department's jurisdiction
- Performed all environmental health programs

- Job demands included organization, adaptability, technical knowledge, self motivation, independent thinking, and problem solving skills
- Served as Geographic Information specialist cataloging and digitizing water wells

Project Coordinator

Muskegon River Stream bank Erosion and Non-Point Source Pollution project (1990-1991)

- Project coordinator for a three year grant program to identify, prioritize, catalogue, and publish stream-bank erosion and non-point source pollution sites for the Muskegon River watershed in Osceola and Mecosta Counties

Adjunct Instructor

Grand Valley State University (1999- 2002)

- Instruct students within Bio-medical Health Sciences curriculum on current concepts in food safety-Serve Safe program

Adjunct Instructor

Baker College of Muskegon (2002- Current)

- Instruct students within Culinary Arts program on current concepts in food safety-Serve Safe program
- Instruct students on current concepts of nutrition for food service

Education:

- MBA, Baker College, Flint, Michigan, June 1998 (3.97 GPA)
- B.S. in Industrial and Environmental health Management, Ferris State University, 1990 (3.05 GPA)

Certificates/Licenses:

- Michigan Registered Sanitarian. License Number 6701000997
- National Environmental health Association-Registered Environmental Health Specialist-not current
- National Restaurant Association: Certificate of Applied Food Service Sanitation, 1990, 2008
- National Center for health Statistics: Epidemiology for the Non-Epidemiologist
- ESI International: Contracts Administration Principles, 1999
- Food and Drug Administration: Food Code Plan Review Principles, 1999
- Food and Drug Administration: Food Borne epidemiology,1999
- Food and Drug Administration: Food Code Train the Trainer

- Food and Drug Administration: Seafood HACCP
- Michigan State Police Emergency management: Unified Incident Command
- Michigan Center for Public Health Preparedness: Radiological Terrorism

Awards/Special projects:

- David H. McMullen Young professional of the year award, M.E.H.A., 1995
- Blue Ribbon food service committee to review and make recommendations for change to Michigan Food law of 2000
- Michigan Department of Agriculture Phase II Food law committee
- MDA Award of Excellence for blackout response
- Great lakes Conference for Food Protection: Leadership Award

Affiliations:

- National Environmental Health Association
- Great Lakes Conference for Food Protection
- North Central Association of Food and Drug Officials
- Michigan Environmental Health Association – not current

Name and Title of Program Director (please print)	Karyn M. Blédsoe, Adjunct Faculty
Preferred Email Address	Bledsok@ferris.edu
Description of Qualifying Background	M.B.A in Career & Technical Education: Hospitality Instruction, Ferris State University B. S. in Sociology B.S. in English Adjunct Instructor – Ferris State University & West Shore Community College, Kent County Technical Center 16 Years in the Food Service Industry
List all courses within the ANFP Training Program taught by Program Director (if applicable)	RFIM 115 – Food & Labor Cost Control Systems

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

KARYN M. BLEDSOE

248.891.2972 (C) 231.591.2382 (W)
BLEDSOK@FERRIS.EDU

1006 ARLINGTON NE
GRAND RAPIDS, MICHIGAN 49505

EDUCATION

FERRIS STATE UNIVERSITY, Big Rapids, MI (08/2009-08/2011)

Master of Science in Career Technical Education: Hospitality Instruction, Highest Distinction: 4.0 GPA

Outstanding Student of the Year 2011-2012

CENTRAL MICHIGAN UNIVERSITY, Mount Pleasant, MI (01/2002-12/2005)

Bachelor of Science, *Sociology: Racism and Inequality Concentration; English: Creative Writing Concentration*

EMPLOYMENT

FERRIS STATE UNIVERSITY, HOSPITALITY MANAGEMENT PROGRAMS Big Rapids, MI

Summer Semester Hospitality Curriculum Development Consultant (05/2012-Present)

- Redevelop format and content of two courses based upon recommendations from advisory board members, current students, graduates, and discussions within the Hospitality Program and greater SEHM Department
- Curriculum development for each course requiring the selection of text materials, creation of BlackBoard Learn courses, development of assessment, development of presentations and projects (samples, expectations and grading rubrics for each), scheduling of guest speakers for workshops, course outcomes mapped to programmatic outcomes, TracDat data entry
- Present changes to Advisory Board in a way that is easy to understand and reflects our commitment to the ongoing processes of academic program review and to the push for more effective assessment

Full Time Temporary Faculty/Adjunct Faculty (08/2009-Present)

- Teach the following courses: Cost Control for Foodservice Operations, Principles of Food Science, Dining Room Service Management, Menu Planning and Nutrition, Industry Exploration, and Resort Recreation Management and Tourism
- Develop and deliver curricula for hands-on instruction integrated across multiple platforms, and provide support to the professional development of students enrolled in HOMETRFIM classes
- Teach FSU Courses at Kent Career Technical Center in Grand Rapids, MI, under the FSU/Kent ISD Dual Enrollment Articulation Agreement
- Adjust teaching style and content delivery specifics where necessary in order to fit the needs of the KCTC students and schedule
- Co-Present with George Dennis from KCTC and Julia Doyle from FSU at the Michigan CTE Conference 2012 regarding the power of articulation agreements and to local legislators, superintendants, board members, and principals regarding the benefits of our secondary and postsecondary partnership
- Assist FSU Faculty and Students in Annual Hospitality Programs Fundraising Gala, bringing in donations in excess of \$30,000
- Assist in academic and internship related advising of students and recruitment efforts

Program Secretary (07/2009-08/2011)

- Provide responsible, independent clerical support to the Hospitality Program Coordinator, Faculty, and Students
- Maintain student, prospect, internship and program files, database, and correspondence using software programs such as Banner, Web Focus, TracDat and Novell
- Regularly utilize Microsoft Office and Microsoft Works, and assist others in using such programs
- Effectively manage multiple ongoing projects and supervise Work Study students
- Monitor and track prospects and student progress, maintaining FERPA privacy standards
- Compile internship and departmental reports, and aid in developing new internship partnerships
- Process and track various program forms, travel requests, and student academic files
- Coordinate special events
- Cooperate and communicate effectively within program and with other programs and departments
- Continually develop creative ideas for program development, then turn ideas into executable plans

MICHIGAN HOSPITALITY EDUCATION ALLIANCE, Grand Rapids, MI

Career Fair Assistant Director (08/2009-Present)

- Create and maintain event website
- Coordinate post secondary schools and students from all over Michigan in a statewide, hospitality career fair
- Utilize online software, such as Google Docs and Paypal, to streamline registration processes
- Regularly update hospitality faculty from all schools involved regarding student participation

WEST SHORE COMMUNITY COLLEGE, Scottville, MI

Hospitality Program Adjunct Faculty (01/2010-05/2010)

- Teach two objective-oriented courses: Principles of Cost Control for Food Service Operations, and Principles of Dining Room Management under the FSU/WSCC Articulation Agreement
- Facilitate students as they progress through a mastery learning process, through mixed delivery methods
- Create assignments which will allow the students to develop multiple neurological connections with the material, with an emphasis on critical thinking
- Develop a syllabus and schedule which maps out course expectations, objectives, and outcomes

FOOTHILLS GATEWAY INC., Fort Collins, CO

Activity Coordinator/Special Needs Instructor (03/2008-03/2009)

- Arrange activities and support adults with developmental disabilities in day programs in the Community Skills Development Program
- Facilitate learning in regards to socialization, culture, education, communication, safety, well-being, and self-empowerment
- Track individualized data for each client, based on their specific needs, both in service and support programs
- Maintain program books, payroll, attendance, etc. for each client in the group as well as organize and file extensive amounts of paperwork with appropriate HIPAA privacy standards
- Develop positive relationships and professional rapport with the clients while respecting confidentiality and appropriate boundaries

LARIMER COUNTY WORKFORCE CENTER, Fort Collins, CO

YouthLink Program GED Tutor/Teacher (02/2008-03/2009)

- Teach youth ages 16-21 at the secondary education level, helping them to graduate with their GED
- Develop clear, concise lesson plans in the subjects of reading, writing, math, and science comprehension
- Work with clients from very different backgrounds, including students who have learning disabilities, are teen mothers or were recently paroled from prison
- Create individualized programs that are personal and interesting for each student

BEHIND THE SCENES CATERING COMPANY, Fort Collins, CO

Bartender/ Server (03/2008-03/2009)

COOPERSMITH'S PUB AND BREWING, Fort Collins, CO

Bartender/ Trainer/ Server (05/2006-05/2008)

MACKENZIE'S/SOUTHRIDGE GOLF COURSE, Fort Collins, CO

Manager/ Bartender/ Trainer/Cart Girl (seasonal) (04/2007-09/2007)

MOUNTAIN TOWN STATION BREWING COMPANY AND STEAKHOUSE, Mount Pleasant, MI

Manager/ Head Server/ Bartender/ Trainer (08/2002-05/2006)

CATTAILS COVE BAR AND GRILLE, Cedarville, MI

Manager/ Bartender/ Trainer (seasonal) (03/2002-08/2003)

BAKERS OF MILFORD, Milford, MI

Server (03/2001-01/2002)

HOLDEN'S DELI, Milford, MI

Counter/ Cook (08/1999-03/2001)

PAMMI'S RESTAURANT, Cedarville, MI

Server/ Cook/ Catering Assistance (05/1998-08/1999)

POPP'S DELI AND CATERING Cedarville, MI

Counter/ Server/ Cook/ Catering Assistance (06/1995-04/1998)

VOLUNTEER EXPERIENCE

CITIZEN'S EMERGENCY RESPONSE TEAM, Big Rapids, MI

CERT Member (04/2009-present)

COURT APPOINTED SPECIAL ADVOCATES, Fort Collins, CO

Children's Advocate (08/2007-04/2009)

ALTERNATIVES TO VIOLENCE, Loveland, CO

Victim's Advocate, Legal Advocate (10/2007-12/2008)

Name and Title of Program Director (please print)	Amy Dorey, Assistant Professor
Preferred Email Address	doreya@ferris.edu
Description of Qualifying Background	M.B.A., Ferris State University B. S. in Biology / Environmental Science, Central Michigan University Michigan Registered Sanitarian Assistant Professor, Ferris State University
List all courses within the ANFP Training Program taught by Program Director (if applicable)	RFIM 113 – Sanitation & Safety

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

Amy M. Dorey R.S.
11910 Hudson Bay Rd
Canadian Lakes, MI 49346
231-972-3329
doreya@ferris.edu

Education

Ferris State University, Big Rapids, MI
Master of Business Administration
Pending graduation December 2005

Central Michigan University, Mt. Pleasant, MI
Bachelor of Science, December 1997
Double Major: **Biology/Environmental Science**

Lansing Community College, Lansing, MI
General Studies

Work Experience

Ferris State University, Hospitality Programs, Big Rapids, MI Jan 2002-present
Adjunct Faculty
Responsible for instruction of students enrolled in HOMT 305 Event Planning, RFIM 113 Sanitation & Safety, RFIM 229 Dining Room Management, and RFIM 115 Food, Beverage & Labor Cost Control.

Ferris State University, Structured Learning Assistance, Big Rapids, MI
SLA Workshop Facilitator Aug 2002 -Dec 2003
Responsible for facilitating educational workshops attached to RFIM 115 Food, Beverage & Labor Cost Control and MTH 010 Fundamentals of Mathematics. Facilitation includes attending class times, taking notes, developing supporting materials, and providing instruction to students on information covered during prior class period. Facilitator's requirements include successful completion of the training workshop covering instructional techniques and program policies.

Holiday Inn Hotel & Conference Center, Big Rapids, MI April 2005 - present
Wedding & Event Coordinator
Responsible for coordination and supervision of weddings and related events. Coordination includes site-inspection tours, facility sales, banquet event order development, departmental communication of event logistics, and contract formalization. Responsible for on-site event management and guest satisfaction during the function.

The Inn at St. Ives, Canadian Lakes, MI Mar 2004 – Sept 2004
Guest Service and Sales Representative
Responsible for resort package development and sales for St. Ives Golf Resort, home of "Tullymore", the #1 New Upscale Public Golf Course in the U.S. for 2002. Guest reservations and front desk operations.

Monroe County Health Department Mar 1998-Sept 2001
Environmental Health Division, Monroe, MI
Registered Sanitarian
Responsible for permit issuance and on-site inspection of all departmental programs for residential, public, and commercial locations within the county in accordance with local, state, and federal regulations. Routine inspections of food service facilities to ensure compliance with applicable food safety standards. Offer technical assistance and education to the general public for environmental health programs. Coordinate the non-community water supply program for Monroe County ensuring maintenance of all minimum program requirements.

The Lord Fox, Dixboro, MI Sept 1999-Feb 2000
Closing Manager, Bartender
Responsible for front of the house operations of ala carte formal dining establishment including seating, server supervision, wine presentation, reservations, customer relations, server cash outs and end of the day financial reports.

The British Isles of the Golden Rose, Okemos, MI Jan 1998-Mar 1998
Server
Responsible for customer service and side work at medieval theme restaurant and ala carte fine dining establishment

LaSenorita Mexican Restaurants, Mt Pleasant, MI Aug 1995-Dec 1997
Opening Manager, In-Store Trainer, Bartender, Server
Responsible for opening administrative duties, supervising facility preparation for opening, and front of the house operations during hours. Responsible for training all new front of the house staff on dining room/server operations.

University Committees & Involvement

Hospitality Program Advisory Board Member, 2002-present
Hospitality Program Advisory Board Annual Meeting Planning Committee, 2002-present
Hospitality Program Gala Planning Committee Faculty Advisor, 2002-present
Hospitality Program Gala Planning Committee Financial Officer, 2003-present
Hospitality Program Curriculum Revision Task Force, 2003-2004

Hospitality Program Recruitment and Retention Task Force, 2003-2005
Hospitality Program Marriott Marketing Project, Alticor Amway Hotel Corporation
Project Manager, 2005

Michigan Meeting Planners International Co-hosted Event with IDCC, Big Rapids, MI
Education session, Faculty representative for planning, 2005
Michigan Restaurant Association Annual Educational Conference, Ferris State University
Planning Committee Member, 2004

Professional Activities

National Restaurant Association Educational Foundation
ServSafe Certified Instructor, 2003-05
"Salute to Excellence" Faculty Representative, May 2005
Michigan Council on Hotel, Restaurant and Institutional Educators
Great Lakes Hospitality Educators Conference, 2005
The Embers Restaurant & Tease Grille, Mt Pleasant, MI
Marketing Analysis and Strategic Recommendations, 2004
Michigan Hospitality Education Alliance
2004 Annual Career Fair Co-Director
Michigan Meeting Planners International
Education session, Battle Creek, MI, 2004
International Association of Conference Centers
2005 IACC Conference Center Industry Award Nominee
"Meetings Up North" Inaugural Weekend, Northern Michigan, May 2004
DeVos Place Conference Center, special events banquet server, Grand Rapids, MI
Guest Attendance 2800-6000, 2004-2005
Michigan Grape & Wine Industry Council
Annual Educational Conference, 2004-05
Member of the American Hotel & Lodging Association, 2002-2005
Member of Michigan Environmental Health Association, 1998- 2003
Recreational Waters Educational Conference Planning Committee, 2002
Annual Educational Conference Planning Committee, 2001

Name and Title of Program Director (please print)	Susan E. O'Neill-Cook, Adjunct Faculty
Preferred Email Address	oneills@ferris.edu
Description of Qualifying Background	Masters, Information Systems Management, Ferris State University B.S., Dietetics, Michigan State University Registered Dietitian – Consultant, West Michigan Associated Health Department, Central Michigan Community Mental Health, Akron Health Department, Molly Stark Hospital
List all courses within the ANFP Training Program taught by Program Director (if applicable)	CAHS 122 – Management of Patient Dietary Needs
	CAHS 160 – Nutrition for Healthy Living
	CAHS 222 – Patient Services

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

SUSAN E. O'NEILL-COOK, RD
15351 Arthur Rd
Big Rapids, Michigan 49307 (231)
679-6195, oneills@ferris.edu

PROFESSIONAL PROFILE

- Highly organized and dedicated with a positive attitude
- Skilled in analyzing and solving problems
- Outstanding oral, written and interpersonal communication skills
- Self starter, highly motivated

EDUCATION

Ferris State University, Masters Information Systems Management, 2002, Highest Distinction

Michigan State University, Bachelor of Science, Dietetics, 1982, magna cum laude

Lake Superior State University, Pre-physical Therapy, 1974-1976

PROFESSIONAL SKILLS

- Managed nutritional professionals in a community health setting
- Worked on interdisciplinary teams assessing client needs and setting goals
- Taught in diverse areas including Allied Health Sciences, Early Childhood Education, Electrical/Electronic Engineering Technology, Construction Management Technology and Ferris State University Seminar
- Proficient in computer software including Excel, Microsoft Word, PowerPoint

EMPLOYMENT HISTORY

August 2002 to present Adjunct professor, Ferris State University, Big Rapids, MI

September 1999 to present Nutrition advisor/aerobic instructor, FSU Racquet Facility, Big Rapids, MI

November 1982 To August 1998 Registered Dietitian-Consultant, Western Michigan Associated Health Department, Central Michigan Community Mental Health, Big Rapids, MI; Akron Health Department, Akron, OH; Molly Stark Hospital, Louisville, OH

REFERENCES

Ronald McKean, Interim Dean, College of Technology, 591-2893

Julie Coon, Interim Dean, College of Allied Health, 591-2267

David Harma, Associate Professor, Construction Technology and Management, 591-2680

CDR certifies that
Susan E O'Neill-Cook
has successfully completed
requirements for dietetic
registration.

**Commission
on Dietetic
Registration**
an independent agency for the
American Dietetic
Association
**eat
right.**

Registration Payment Period: 09/01/2008 - 08/31/2013

Susan E O'Neill-Cook
Signature Registered Dietitian (RD)

Registration I.D. Number

631221

Bonnie L. Hunt MS, RD, CSO
Chair, Commission on Dietetic Registration

Name and Title of Program Director (please print)	Julie A. Ward, Assistant Professor
Preferred Email Address	wardl8@ferris.edu
Description of Qualifying Background	M.S. in Administration, Central Michigan University B.S. in Health Systems Management, Ferris State University A.A.S. in Dental Assisting, Ferris State University Former Vice President of Human Resources, Central Michigan Community Hospital Adjunct Faculty, Central Michigan University
List all courses within the ANFP Training Program taught by Program Director (if applicable)	HCSA 336 – Health Care Supervisory Practices

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

JULIE ANN WARD

1048 Pueblo Pass
Weidman, MI 48893
(989) 621-6714

HIGHER EDUCATION:

Central Michigan University
Mt. Pleasant, Michigan
Master of Science in Administration Degree-1998
Health Services Administration Concentration

Ferris State University
Big Rapids, Michigan
Bachelor of Science Degree-1992
Health Systems Management

Ferris State University
Big Rapids, Michigan
Associates of Applied Science Degree-1979
Dental Assisting

EMPLOYMENT:

August 2008-
present

Ferris State University
Big Rapids, Michigan
Assistant Professor
Health Care Systems Administration
*Courses taught: Legal Aspects of Health Care, Health
Care Administration, Computers in Health Care, Health
Care Supervision and Orientation to Health Care,
Personnel Practices in Healthcare*

June 1996-
July 2008

Central Michigan Community Hospital
Mt. Pleasant, Michigan
Vice President, Human Resources
(Title changes include Interim Manger, Interim Director,
Director and Administrator-all top HR Position)
*Responsible for all areas of Human Resources including
Employment, Labor Relations, Recruitment, Retention,
Physician Recruitment, Training and Development,
Employee Health, Volunteer Services, Compensation and
Benefits, and Workers Compensation.*

Professional Accomplishments:

- Integral part of financial turn around of CMCH in 2002
- Moved workers camp to self-funded model resulting in savings of over \$100,000 per annum
- Developed workers camp program returning employees to work with restrictions, reducing claims by \$400,000 in one year
- Responsible for Model Loss Control Program for Workers Camp saving Hospital over \$20,000 per annum in premiums
- Developed Back Safety Program
- Responsible for Infection Control and oversight for reducing needle sticks by 90%
- Responsible for administering all areas of Human Resources at multiple sites including physician practices
- Initiated request for proposal on many benefits and implemented changes
- Successfully negotiated 9 union contracts using both traditional and target specific bargaining for substantial savings to the hospital
- Responsible for bringing acquired physician practices into the system
- Developed benefit design for physician practices
- Project coordinator of campus-wide Tobacco Free Initiative
- Converted Time and Attendance system to be completely automated; coordinating all off-site locations, training for 750 employees
- Completed several J-1 visa waivers for physicians
- Negotiated physician employment and income guarantee contracts
- Successfully defended unit clarification against the hospital
- Lead person in closure of Psychiatric Unit and Employed Ambulance Service
- Lead person in Physician Divestiture
- Lead person from CMCH on recruitment issues working with Spectrum Health on Cardiology
- Reduced vacancy rate from 19% in nursing to less than 1%
- Reduced vacancy rate for entire hospital to less than 1%
- Implemented Employee Satisfaction surveys

- Involved in Patient Satisfaction Initiatives

Fall Semester 2004-
Fall Semester 2007

Central Michigan University
Mt. Pleasant, Michigan
Adjunct Faculty Member
Health Care Administration

April 1994-
June 1996

Central Michigan Community Hospital
Mt. Pleasant, Michigan
Human Resources Assistant/Employment Coordinator

December 1993-
April 1994

Isabella County Medical Care Facility
Mt. Pleasant, Michigan
Risk Management Coordinator-Temporary Position

August 1992-
February 1993

Central Michigan University
Mt. Pleasant, Michigan
Academic Advising
Temporary Secretary/Receptionist

February 1992-
May 1992

Central Michigan Community Hospital
Mt. Pleasant, Michigan
Infection Control/Employee Health
Student Intern

September 1982-
August 1990

Tad Richards, D.D.S. Mt.
Pleasant, Michigan
Chairside Dental Assistant

OTHER PROFESSIONAL EXPERIENCES:

1996 to 2005

Member of the Michigan Hospital Association
Workers Compensation Board of Trustees
*During time on Board a Cayman Captive was developed
and a Loss Portfolio Buyout occurred*

2001 to 2002

Member of the Hospice of Central Michigan Board
of Directors

1996 to 2008

Ferris State University Health Care Systems

Administration Board Member

AWARDS/CERTIFICATES:

- 2005 *"Most Appreciated"*
Elected by the CMCH Management Staff
- 2006 *"Preceptor of the Year"*
Elected by Central Michigan University,
College of Health Professions

Name and Title of Program Director (please print)	Kathryn A. Wolfer, Adjunct Professor
Preferred Email Address	wolferk@ferris.edu
Description of Qualifying Background	M.S., Career & Technical Education, Ferris State University B.S., Restaurant, Hotel, & Institutional Management, Purdue University Associate in Occupational Studies, Culinary Institute of America, New York Restaurant Business Franchisee Ferris Instructor since 1997
List all courses within the ANFP Training Program taught by Program Director (if applicable)	RFIM 127 – Principles of Cooking & Baking
	RFIM 211 – Purchasing for the Hospitality Industry

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

Kathryn Kelly Wolfer
10486 Scenic Pines Court
Rockford, Michigan 49341
(616) 863-9892
kkwolfer@charter.net

.EDUCATION

Ferris State University. Big Rapids, Michigan

Degree: Masters of Science in Career and Technical Education
May 2001 G.P.A. 3.844/4.00

Culinary Institute of America. Hyde Park, New York

Degree: Associate in Occupational Studies
September 1993 G.P.A. 3.63/4.00

Purdue University. West Lafayette, Indiana

Degree: Bachelor of Science in Restaurant, Hotel, and Institutional Management
May 1989 G.P.A. 5.43/6.00

PROFESSIONAL EXPERIENCE

Ferris State University

Big Rapids, Michigan; January 1997-May 2002, and August 2007-Current
Adjunct Faculty, Food Service/Hospitality Management, Faculty

- Responsible for teaching the front of the house students for the operation of Cafe Ferris, a full service restaurant open to the public run by students enrolled in the hospitality program
- Responsible for teaching the bar and beverage management course to 30 students from the Hospitality and Professional Golf Management program.
- Responsible for teaching the layout and design course to 20 students from the Hospitality/Food Service management program.
- Skilled in Microsoft Office Professional

Remus Subway

Remus, Michigan; July 2006-present

Owner

- Responsible for payroll, scheduling, business plan, advertising

Morley Subway

Morley, Michigan; April 2003 to present

Owner

- Responsible for day-to-day operations of restaurant, including hiring, training, placing food orders, advertising, and payroll

Cafe Ferris

Ferris State University, Big Rapids, Michigan; August 1996-May 1997

Sous Chef

- Responsible for training students on all stations of kitchen, revising station books, meeting daily production needs and off-premise catering needs.

Kent Country Club

Grand Rapids, Michigan; March 1994 - August 1995

Sous Chef

- Responsible for ordering food, supervising staff of 15, setting up par stock system, standardization of recipes, and training on all stations.

Culinary Institute of America, St. Andrew's Cafe

Hyde Park, New York; September 1993 - January 1994

Sous Chef

- Responsible for ordering food, setting up station books, and expediting orders.
- Instructed classes of 18 students who rotated on a weekly basis.

Amway Grand Plaza

Grand Rapids, Michigan; September 1992- January 1993

Internship

- Responsible for Garde Manger set-up, banquet kitchen prep. work, and 1913 Room dessert presentation.

Portillo's

Naperville, Illinois; April 1990 - December 1991

Restaurant Manager

- Responsible for staff of 35 people, restaurant had yearly sales over 1.5 million dollars.
- Responsible for writing schedules, setting up training programs, writing sales projections, and organizing catering functions.

Billy lee's

Chicago, Illinois; October 1989 - January 1990

Catering Sales Manager

- Responsible for menu planning, booking private parties, and staffing functions.

Hyatt Regency

Hilton Head, South Carolina; January 1987- August 1987

Internship

- Waitress, banquet server, hostess, and in-room dining.

PROFESSIONAL ACTIVITIES

- International Food Service Executive Association, member 1997-1998

Participated in St. Mary's Spring Gala, 1997, 1998, 1999, 2000, 2001, 2002

Aspen Food and Wine Festival, 1993, Top Ten Student Chefs of the C.I.A.

REFERENCES AVAILABLE UPON REQUEST

Requirement I: Organizational Culture

FORM 1.2 B – PROGRAM DIRECTOR QUALIFICATIONS

Name and Title of Program Director (please print)	Julie A. Doyle , Program Coordinator
Preferred Email Address	doylej@ferris.edu
Description of Qualifying Background	Coordinator & Professor, Hospitality Programs, Ferris State University 29 years, Faculty Experience, Ferris State University M.S. in Occupational Education, Ferris State University B.S. in Hospitality Management, Ferris State University A.A.S. in Food Service Management, Ferris State University
List all courses within the ANFP Training Program taught by Program Director (if applicable)	RFIM 292 – RFIM Internship (Field Experience)

Nutrition and Medical Nutrition Therapy classes must be taught by a Registered Dietitian. Include a current CDR card for this individual. Include a resume with this completed form.

JULIE A. DOYLE

17785 175th Avenue
Big Rapids, MI 49307
(231) 796-7536
dovlej@ferris.edu

1319 Cramer Circle WCO 106
Big Rapids, MI 49307
office: 231-591-2385
fax: 231-591-2998

Employment

- Present- 2004** **Coordinator, Hospitality Programs, Sports Entertainment & Hospitality Management Department, Ferris State University, Big Rapids, MI**
ETA Sigma Delta, Honors Hospitality Advisor, FSU
NSMH, National Society of Minorities in Hospitality Advisor, FSU
- 2011-Present** **Full Professor, Hospitality Programs, Ferris State University, Big Rapids, MI**
- 2011-2004** **Associate Professor, Hospitality Programs, Ferris State University, Big Rapids, MI**
- 2004-1986** **Assistant Professor, Hospitality Programs, Ferris State University, Big Rapids, MI tenured 1991**
Teach a wide range of first and second year *Restaurant and Food Industry Management classes* as well as upper division *Hotel and Resort Management classes* and Internship courses. Additional responsibilities include curriculum development, student advising, administration of certification programs, recruitment and retention.
- Present - 1987** **Coordinator Internships Hospitality Programs, Ferris State University, Big Rapids, MI**
Responsible for coordinating all recruitment of companies from around the world in placing our students in some of the finest hotels, resorts and conference centers for their internship experience. This included evening information sessions, on site visitations, career fair and all administrative functions.
- Present - 2000** **Summer Registration Faculty, College of Business, Ferris State University, Big Rapids, MI**
- 1997-1996** **Coordinator, College of Business Retention and Recruitment Deans Office, Ferris State University, Big Rapids, MI**
Responsible for coordinating all recruitment and retention efforts of the college of Business (.25 release time) that included conference exhibit display, high school classroom visitations, on campus tours, displays, organized Professional Business Day, Autumn Adventure, Career Expo, etc.
- 1986-1982** **Management/ Supervisor/ Knollcrest/ South/ Rankin Dining Services, Ferris State University, Big Rapids, MI**
Responsible for developing and coordinating production for lunch and dinner menus for up to 1500 students daily. Duties included ordering, menu planning, and supervising of 18 union staff members and student employees.
- 1986-1983** **Adjunct Faculty, Food Service Hospitality Management, Ferris State University, Big Rapids, MI**
- 1981** **Counselor, Financial Aid Office, Ferris State University, Big Rapids, MI**
1980 **Management/ Supervisor/ Peaches Restaurant/ Marriott, Kentwood, MI**
1980 **Management/ Assistant Manager/ Charlie's Restaurant, Big Rapids, MI**
1979 **Management/ Assistant Manager/ Charwood Inn Restaurant, Paris, MI**

Teaching Assignments

Restaurant and Food Industry Management 114 Menu Planning and Nutrition
Restaurant and Food Industry Management 115 Food and Labor Cost Control
Restaurant and Food Industry Management 125&126 Principles of Food Production
Restaurant and Food Industry Management 207 Beverage Principles and Management
Restaurant and Food Industry Management 211 Selection and Procurement in Purchasing in the
Hospitality Industry
Restaurant and Food Industry Management 292 Cooperative/ Internship Education
Hotel Management 301 Executive Housekeeping and Facilities Property Management
Hotel Management 305 Executive Marketing and Meeting Planning
Hotel Management 392 Cooperative/ Internship Education
Hotel Management 400 Catering Special Studies
Hotel Management 404 Front Office Procedures and Accounting
Hotel Management 405 Resort Recreation and Tourism Management
Ferris State University Seminar (FSUS 100/101 & RFIM 101) Orientation for Freshman Seminar

Non Teaching

Program Internship Coordinator, Hospitality Programs
ETA SIGMA DELTA, Honors Hospitality Advisor, FSU
Faculty Advisor to Annual Induction Ceremony, with industry keynote
NSMH National Society of Minorities in Hospitality, Advisor, FSU
Academic Advisor, Hospitality Programs, FSUS College of Business

National/ State Memberships & Committees

Michigan Restaurant Association

Board of Directors, elected position 2011-2009

Pro Start Educational member, 2011 – 2007

Member, 2011 - 2004

Hospitality Educators Alliance of Michigan 2011-10

Vice President 2011-09

National Restaurant Association, member 2011 - 2004

NACADA National Academic Advising Association

Member 2008

ICHRIE International Council on Hotel, Restaurant and Institutional Education

Member 2011 - 1993

HSMIAI Hotel Sales Marketing Association International

Member 2008 - 2004

American Hotel & Lodging Association

Member 2011- 2000

National Internship Special Interest Committee for Council of Hotel Restaurant and Institutional Education Committee, Present – 1990

Michigan Lodging & Tourism Association

Education Committee 2011 - 2007

Kent County Lodging Association

Member 2011- 2005

Michigan Business Education Association

Member 2008-2006

Hospitality Business Alliance Post Secondary Michigan Restaurant Association
Educational Support Foundation 2003-2002

Michigan Council of Hotel Restaurant and Institutional Educators

Member 2011 – 1994
Executive Board 2008
President 1999-98, 1996-95
Vice President 2010-09, 1998-97, 1995-94
Secretary / Treasurer 1997-96

Mecosta Osceola ISD Hospitality /Food Service Advisory Committee 2011 - 2000

MACTC Muskegon Career Center Hospitality/ Food Service Advisory Committee 2011 - 2004

Michigan Hospitality Educators Alliance, Executive Board Member, President and Career Fair Director, 2011-1999
Hospitality Opportunities Association, Executive Board Member and Career Fair Chair, 1998-97

University Committees/ Service

Committees

Sabbatical Leave Committee 2009/2010 Co Chair 2008 Co Chair & 2004
Perkins Special Population Advisory Board, 2011 - 2004
Media Production Focus Group 2006
Articulation Community College Transfer Student Task Force Committee 2005
Programmatic Marketing University Committee, 2004-2000
Career Services, "Get Professional Series", Committee 2004-1999
Instrumental in securing \$80,000+ of equipment donation, 2002
Autumn Adventure University Committee, 2001-1995
Media Distribution Assessment Committee, 1997
FSU Vocational Educational Special Services Program Advisory Committee 1999-1988

Service

Presidents Office Review Initiative for Professional Development, Vice President of Student Affairs, 2010
Academic Affairs Direct Credit Opportunity panel, Wexford-Missaukee CTC/ Traverse Bay/ Newaygo RESA, 2010
Educators Academy University Academic Affairs, Speaker & Presentation 2010, 2009, 2008, 2007, 2006, 2005
Admissions Office Recruitment
 Wexford/Missaukee Career Tech Center Program Speaker, 2010, 2009, 2008, 2007
 College Day Visits, Speaker, Office of Multicultural Student Services, 2009
 Kent Career Technical Center, Program Speaker, 2010, 2009, 2008, 2007, 2006
 Bay Arenac Career Center, Program Speaker 2007, 2006
 Muskegon Career Technical Center, Program Speaker 2007, 2006
College of Technology, Etiquette in Dining Workshop 2010
GEAR UP Summer Camp, Speaker & Presentation 2009
Student Affairs Office, Judge Lip Sync Contest, 2009
Spring Learning Institute, Center Teaching Learning Faculty Development, committee dinner logistics 2007-2006
Minority Affairs FSU King/Chavez/Parks College Day Program Speaker, 2007, 2006, 2005
Panel Discussion for Professional Career and Leadership Conference, 2006 -02
Panel Discussion for New Faculty Orientation, CTLFD, 2004 -2000
Dining Services, NACUFS internship session, 2008-2001

Athletic Department Volleyball, Etiquette in Dining Workshop, 2000
Faculty Panel, Student Affairs, Student Orientation, 2000

College of Business Committee/Service

Committees

COB Sabbatical Leave Review Committee, College Representative **Chair** 2009/2010, 2008 & 2006 & 2004
COB Orientation Registration Team 2009-2005
COB Student Scholarship and Awards Committee 2009
COB Stake Holders Support Committee Advising 2008-2007
COB Admissions Standards Committee 2007
COB Recruitment and Retention Committee 2007-2006, 2004-2005/2003-01/1999-98
COB Promotion Merit Committee 2006/ 2001/1999/1997
COB Admissions Standards Committee 2001-2000
COB Cooperative Education Advisory Committee, Secretary 1997

Service

COB Program Champion Designation, 2011/ 2009
COB Dawg Days, Recruitment representative, 2011-01
COB Program KCTC Open House Presentation Dual Enrollment 2010
COB Fall Feast Volunteer, 2009-2005
COB LTBB Education Department Certificate Partnership, 2007
COB Leadership Advisory Board presenter 2005
COB Transfer ACT Grand Rapids Representative, 2006-2005
COB DECA Regional Competition Judge, 2007, 2006, 2004, 2003
COB DECA Regional Program Presentation 2010
COB Kent Skills College Day, Grand Rapids, MI recruitment representative, 2004-02
COB University College High School Career Day, business representative, 2002
COB Autumn Adventure, recruitment, 2000-1998
DECA, Association of Marketing Students Conference, Detroit, MI, recruitment, 1997
Michigan Business Educators Association Conference, Northville, MI, recruitment 1997
GASC Technology Center, Flint, MI recruitment 1997

Department/ Program Committees/ Service

Committees

Sports Entertainment & Hospitality Management Sabbatical Leave Committee 2010/ 2009-2008 & 2006
SEHM Scholarship and Awards Committee 2009 - 2008
SEHM Promotion/ Merit Committee 2007
SEHM Department Tenure Committee 2010-2005
SEHM Department Secretary Selection Committee 2007
Hospitality Programs Advisory Board Committee 2010-1986
Hospitality Programs Gala Fund Raising Committee 2010-1992
Management Department Sabbatical Leave Review Committee 2005-2004-03/2003-2002
Management Department Recruitment and Retention Committee 2005

Management Department Tenure Committee 2004-2002
Marketing Department Tenure Committee 2002-1990
Marketing Department Strategic Planning Committee 2000
Marketing Department Recruitment and Retention Committee Representative 2001-1998
Marketing Department Sabbatical Leave Committee Representative 2000/ 1998

Service

Who's Who at FSU TV Show, recruitment effort
Host: "Hospitality Programs at FSU" 2010
Host: "FSU Student Government" 2010
Service Learning *Care Net Organization* banquet service, Mecosta County Big Rapids, MI
for 300 guests, 20 students
Service Learning GFS Christmas Party Banquet service, Grand Rapids, MI
for 5000, 109 students 2010, 2008-2005
FSU Emeritus Holiday Dinner, FSU coordinated 15 students for banquet for 70. 2010 & 2009
Michigan Campus Compact Award Ceremony, MSU E. Lansing, MI 2009
Jonus Software donation of \$295,000 joint effort, 2008-2006
Curriculum Development for four certificates and three minors
Curriculum Development for new Associates Degree
Advising adjunct faculty each semester/ up to three
SEHM Homecoming Parade Co faculty advisor 2007
Etiquette in Dining Lunch Seminars for Hospitality courses
American Culinary Federation Certification effort, 2007
FSU Spring Institute Banquet Faculty Center for Teaching & Learning, 2007-2006
FSU New Faculty Reception, Katke Club House, Big Rapids, MI August 2006
FSU Admissions Retreat, Hospitality Programs recruitment effort, Big Rapids, MI 2004-2003
Hospitality Programs website development, recruitment effort 2009-2001
Hospitality Programs Academy of Travel & Tourism, recruitment effort, FSU 2003
Hospitality Programs Oakland Career Expo, recruitment effort, Bloomfield Hills, MI 2002
Hospitality Recruitment Day, recruitment effort 2001-2000
Grand Rapids Career Technical Center visitation recruitment effort 2002- 2001
Hospitality Academy visitation coordinator, recruitment effort 2000
Muskegon Community College, "Taste of Tomorrow", Muskegon, MI recruitment 1999
FSHM "Six-Pack" recruitment effort to FSU Career Exploration classes 1999
PanKow Vocational Center Career Fair, Clinton, Township, MI recruitment 1998
Newago County Career Technical Center, Fremont, MI recruitment 1997
Career Preparation Center, Sterling Heights, MI recruitment effort 1997

PUBLIC SERVICE

TIPS, Techniques in Intervention of Serving Alcohol, Health Communications, Student Affairs/
Community Master Certified Trainer 2011-1999

Big Brothers Big Sisters, Mecosta County, Big Rapids, MI Etiquette in Dining Presentation, 2009

MAISD, Muskegon Area Intermediate School District Career Center Advisory Committee 2011-2005

MOISD, Mecosta Osceola Intermediate School District Career Center Advisory Committee 2011-01
Hosted Culinary Arts Region 7 Culinary Competition 2009, 2010

BRHS Big Rapids High School Athletic Department Golf, donation, food logistics for awards banquet, 2006-2005

BRHS, Big Rapids High School Band Association donations, food logistics, 2007-2005

GIRL SCOUTS OF AMERICA, Mecosta County, Big Rapids, MI Etiquette in Dining Presentation, 2007

St. Mary's Parish Gala Event, Big Rapids, MI (raise profit of over \$35,000 annually)
Culinary /Service Committee Chair 2003-1997

PRESENTATIONS AT PROFESSIONAL MEETINGS AND CONFERENCES:

Business Professionals of America State Leadership Conference, Grand Rapids, MI “ Rules for Business Dining”, 2010, 2009, 2007

FSU Professional Career & Leadership Conference, Big Rapids, MI Keynote Speaker, 2010

West Shore Community College Business Division Advisory Committee, Scottville, MI “Ever Changing World of Business and how FSU Hospitality Programs is facing the challenge”, 2009

MRAESF Michigan Restaurant Associations Educational Foundation, Lansing, MI “ Articulation Agreement Presentation: Current Michigan Articulation Agreements that are Active and may enhance your Program”, 2009

MSAE Michigan Society of Association Executives Professional Summit, Traverse City, MI Panel on Internship partnerships with Industry in Event Meeting Planning”, 2008

MBEA Michigan Business Education Association Convention, presenter “Etiquette In Dining, Frankenmuth, MI 2007

Michigan Conference on Career Education Academic Integration in Career Programs, “From Custer to Cancun”, DeVos Place Grand Rapids, MI 2006

Kent County Lodging Association, Grand Rapids, MI “Internship Partnerships in the Lodging Industry” 2007

Educators’ Academy, FSU, Career Paths in the Hospitality Industry, 2010-2005

Educators Academy FSU, Founders Room luncheon keynote presenter, “ Etiquette in Dining” 2010-2007

FSU Board of Trustees/ Hospitality Programs Presentation, Inn at Bay Harbor, Petoskey, MI 2006

Channel 9& 10TV, Live Presentation on Etiquette in Dining, 2006

FLEX for Success Professional Career & Leadership Conference, Etiquette Dinner Keynote 2006/2005

COB Leadership Advisory Board, “Hospitality Programs Presentation”, 2005

FLEX for Success Professional Career and Leadership Conference, FSU, “Business Professional Tips on Dining Etiquette”, 2004-2003

Michigan Restaurant Associations Pro Management, Grand Rapids, MI "*Hospitality Career and University Educational Career Paths*", 2002

Oakland Career Expo, Bloomfield Hills, MI "*Careers in the Hospitality Industry*", 2002

Flex For Success, Professional Career and Leadership Conference, FSU, presenter, "*Business Etiquette in Dining*" and faculty panel, 2002

Professional Organizational Development Conference, Vancouver CA, "*Hesburgh Certificate of Excellence Award SLA Model and How it is Used in the Hospitality Programs Curriculum*". 2001

International Partnership Exchange Agreement, Finland, Netherlands, "*Hospitality Management in the U.S.*" 2001

Michigan Department of Education Career Development, FSU, "*Hospitality University Recruitment Effort*". 2001

Get Professional Series, FSU Career Services, "*Etiquette in Dining For the Business Luncheon/ Cultural Differences*". 2002-1999

West Michigan Tourist Association Conference, East Lansing, MI "*Out of the Box Recruiting and Retaining of Domestic Labor*" 2000

Mecosta Osceola County High School Teachers Retreat, New Directions High School, Big Rapids, MI, "*Career Opportunities in the Hospitality and Business World*". 1998-97

Department of Education Hospitality and Food Service Conference, HICC Big Rapids, MI "*Labor Force Challenges in the Hospitality Industry*" 1998

West Michigan Tourist Association Conference, Big Rapids, MI "*Domestic Labor Challenges in the Tourism Industry*" 1998

PROFESSIONAL MEETINGS AND CONFERENCES ATTENDED

MRA Michigan Restaurant Association, Board of Director 2011 -2009

New Board Member Orientation, Lansing, MI 2009

Board of Directors Meetings Mackinac Island, Lansing, Royal Oak, MI 2010, 2009

MRA Food Show and Conference, Novi, MI 2010, 2009

MRA Pro Start Competition, Lansing, MI 2010, 2009

MRA Educational Pro Start Round Table, Lansing, MI 2009

MRA Health and Safety Task Force, Lansing, MI 2010, 2009

MRA PAC Political Action Committee, Rochester, MI 2009

MICHRIE Michigan Council of Hotel Restaurant & Institutional Educators, East Lansing, MI 2009

Secchia Institute for Culinary Education GRCC & FSU Hospitality Articulation and Partnership, Grand Rapids, MI 2009

Kent ISD, Foodservice Programs and FSU Hospitality partnership Dual Enrollment & Direct Credit, Grand Rapids, MI 2011-2009

Northwestern College and FSU Articulation and Partnership, Traverse City, MI 2010

Charles Mott Community College & FSU Hospitality Articulation and Partnership, Flint, MI 2010

MSAE Michigan Society of Association Executives Professional Summit, Traverse City, MI 2008

NACADA National Academic Advising Association, San Diego, CA 2008
Assessment in Academic Advising Institute

NRA National Restaurant Associations Salute to Excellence, Faculty Forum Chicago, IL 2010, 2008, 2007

Michigan Lodging & Tourism Conference
Detroit, MI 2009
Grand Rapids, MI 2008

Hotel Sales Marketing Association International Conference
San Diego, CA 2008 * Marketing Task Force Committee
Colorado Springs, CO 2007
Pinehurst, NC 2006
Phoenix, AZ 2005
White Sulpher Springs, WV 2004

National Society of Minorities National Conference, Advisor
Greensboro, NC 2009
Seattle, WA 2007
Dallas, TX 2006

Muskegon Area Intermediate School District Career Center, Advisory Board Meeting, 2009-2006

Kent County Lodging Association, Grand Rapids, MI 2009-2005

Michigan Hotel, Motel & Resort Association, Education Committee
East Lansing, MSU 2009
Grand Rapids, MI 2008
Midland, MI 2007

JW Marriott Hotel Educational Partnership Meeting, Grand Rapids, MI 2006

Disney Keys to Excellence, Grand Rapids, MI 2005

Great Lakes Hospitality & Tourism Educators Conference, East Lansing, MI 2005

Michigan Meeting Planners International Educational Conference, Grand Rapids, MI 2003

Lilly Conference on College and University Teaching, Pomona, CA 2003, Big Rapids, MI 2002

Michigan Restaurant Association Pro Management Conference, Midland, MI 2003 Grand Rapids, MI 2002

National School Conference Institute on Increasing Student Achievement, Phoenix, AZ 2002

International Partnership Exchange Student Signing Agreement Committee, Netherlands, Finland, 2001

Professional and Organizational Development Conference, Vancouver, CAN, "Hesburgh Certificate of Excellence Award SLA Model and How it is used in the Hospitality Programs Curriculum", 2001

Professional and Organizational Development Conference, St. Louis, MO 2001

American Association for Higher Education Conference, New Orleans, LA 2001

Michigan Grape and Wine Industry Council Faculty Wine Seminars and Tours, Paw Paw, MI 2000

Walt Disney Worlds Educator Forum, Lake Buena Vista, FL 2000

Gordon Food Service Show/ Conference, Grand Rapids, MI 2010- 2005
2010 The "Casualization Trend", Continuing Education

MICHRIE (Michigan Council of Hotel Restaurant Institution Educators) Conference, Northwestern Michigan College, Traverse City, MI 1999

CHRIE (Council of Hotel Restaurant Institutional Educators) International Conference, Albuquerque, NM MICHRIE President Representative 1999

CHRIE Midwest Conference, Merrisville, IN MICHRIE President Representative 1999

American Hotel & Motel Resort Association Conference, Grand Rapids, MI Dearborn, MI, Farmington, MI 1999-1997

Lilly Conference on College and University Teaching, Lake Arrowhead, CA 1998

Department of Education Hospitality & Food Service Vocational Conference, Big Rapids, MI, Lewiston, MI 1998-1997

West Michigan Tourist Association Annual Convention, Big Rapids, MI 1998

Hospitality Opportunity Alliance Conference and Career Days, Big Rapids, MI 1998-1997

CONTINUING EDUCATION (other than professional presentation and professional meetings attended)

American Hotel and Motel Lodging Association Educational Institute CHE Certified Hospitality Educator. *This is considered one of the most prestigious levels of accomplishments in our industry.* 2008 & 2003

Gordon Food Service, Fall Food Show, and Seminars Grand Rapids, MI 2010-2007-2006
Attended and took 125 hospitality students to these events.

FSU FCTL Ferris Connect Training 2010, 2009

FSU FCTL Live Audio Conference: Online Student Services: Keys to Meeting the Needs of a 24/7 Campus, 2008

FSU FCTL Faculty Professional Development Day, Getting from the Mythical Past to the Chimerical Future, Steve Gilbert, 2008

Sterling Protocol, LLC Corporate Etiquette and International Protocol Seminar, Grand Rapids, MI 2007

DeVos Place GFS Christmas Event for 5000, Grand Rapids, MI 2008- 2007, 2006

Coordinate the logistics of transporting 120 FSU students to work this event

Amway Grand Plaza Property Tour and Educational Forum , Grand Rapids, MI 2005, 2004,2003

Zehnders Property Tour and Educational Forum, Frankenmuth, MI 2003

Mission Point Resort Mackinac Island Sales Blitz 2003

Midstate Food Show / Educational Seminars, Mt. Pleasant, MI 2003

Opus One/ Mondovi Winery Property Tour and Educational Forum, Napa, CA 2002

St. Julian Wines Property tour and Wine Master Educational Forum, Paw Paw, MI 2002

Holiday Inn Dearborn/ Detroit, MI Sales Blitz 2002

Center for Teaching Learning and Faculty Development, FSU, “How Our Students Use the Web—How Faculty Can Guide Them to be More Web Savvy”2003, “Improving Student Involvement In The Classroom”, 2002, “Effective Classroom Discussion Techniques”, 2002 “Test What You Teach, Teach What You Test”, 2001, “Facilitating Student Learning Program”, “Methods and Learners”, Repurposing Course Materials”, “Digitizing Data”, “Integrating Materials into Web CT”, “Student Assessment Techniques”, Summer Institute 2000. Web CT and Web Based Instruction, Summer Institute 1998.

TIPS Techniques in Intervention Procedures for Alcohol Awareness, Health Communications Training for Trainer Certification, Battle Creek, MI 2003-1997

Clark Midstate Food Show Seminars, Mt. Pleasant, MI “State of Michigan Food Handlers Seminar”, 2002

FSUS Training/ Structured Learning Assistance Training, University College, FSU 2002-1998

The New Millennial, Who Are our Students Seminar, FSU 2002

Gordon Food Services Conference, Grand Rapids, MI Training Seminars, “The Labor Force 2000”, “Power of Target Marketing”, “The People Connection”, “Back to Basics”, “Making Foodservice Both the Industry Choice and Opportunity”, “Get the Facts on Food Irradiation”, 1999

Radisson Plaza, Property Tour, CVB Sales Forum, Kalamazoo, MI 2001

West Michigan Tourist Association, Property Tour and Forum, Grand Rapids, MI 2002-2001

Yoplait General Mills Corporation Tour and Forum, Reed City, MI 2001

Soaring Eagle Resort and Casino, Property Tour Marketing and Sales, Mt. Pleasant, MI 2002-1999

Broadmoor Hotel, Property Tour Internship Forum, Colorado Springs, CO 2000

Grand Traverse Resort and Spa, Property Tour Marketing and Sales, Acme, MI 2002-1998

Amway Grand Plaza Hotel, Property Tour Rooms Division, Grand Rapids, MI 2002-1997

Gordon Food Services Warehouse Tour, Executive Management Forum, Grand Rapids, MI 2003-01

Clark Midstate Food Services Show, Mt. Pleasant, MI 2003-1998

Bil Mar Sara Lee Corporation, Marketing Sales Production Tour, Executive Management Forum, 1999-1989

HONORS AND RECOGNITIONS

**MRA Michigan Restaurant Association Board of Directors Appointment, 2011 -2009*

CHE Certified Hospitality Educator, Educational Institute of the American Hotel and Motel Association, 2008 2003

FSU Outstanding Academic Advisor Award Finalist 2010

FSU Outstanding First Year Advocate, nominated 2008

Office of the US Senate Carl Levin, letter of recognition for TIPS Program, 2010

Student Athlete Advisory Committee Faculty Appreciation Recognition 2007

FSU Distinguished Team Award, nominated 2007, 2006

Office of the Governor, Jennifer M. Granholm, letter of recognition for TIPS Program, 2005

FSU Student Affairs Office, Certificate Faculty Recognition, 2005

MIHEA Michigan Hospitality Educators Alliance, President 2008-2006

FSU Pride Committee "Pat on the Back", recognition 2005

Distinguished Teacher Award FSU, nominated 2004-2003

Ferris Award for Academic Excellence, nominated 2003

Who's Who Among Americans Teachers Award, 2002

Outstanding FSU Student Affairs Recognition Award 2001

Teaching Excellence Award for Baccalaureate/Graduate Degree Institutions in Region 4, nominated 2001

MICHRIE (Michigan Hospitality Restaurant Institution Educators), president 1999/1994

St. Mary's Gala Culinary Service Coordinator 2003-1997

FSU Student Satisfaction Survey Recognition 2001-2000

FSU "Pat on the Back" Recognition 2000

MICHRIE Hospitality Educator of the Year Award 1994

PUBLICATIONS

Michigan Meetings and Events, "Web Exclusive: So You Want to be an Event Planner?", 2008

MDCD Michigan Department of Career Development, Career Wise "Flexibility Is Hallmark of Hospitality Programs" 2002

CONSULTING

NOCTI National Occupational Competency Testing Institute.

Culinary Arts, Hospitality Services, and Retail Commercial Baking Assessment Revision Team 2011

Hospitality Tourism Pathways Team & Commercial Foods Assessment Revision Team 2009

Food Production, Management and Services written and practical complete revision, 2004-2002

Hospitality Lodging Management pilot test, 2003

Connecticut Industry Validation Project in Nutrition, Food Production & Services, 2001

Michigan Hospitality Management test review & pilot test consultant 1997

Prentice Hall Publishing Book Review for: *Procurement in Hospitality* 2008

Delmar Learning/ Thomson Book Review for: *Modern Foodservice Purchasing and Cost Controls: A Chef's Essentials to Procurement* 2008

Delmar Learning/ Thomson Professional Baking DVD professional review *About Professional Baking DVD Series* 2007

New Haven Yale University Press: Professional Book Review: *Hotel: An American History* by Andrew K. Sandoval-Strausz 2007

MOCAC Michigan Occupational Competency Assessment Center, Master Examiner. 2011-1996

Alcohol Awareness Certification Seminar, TIPS On Premise, St. Ives Golf & Resort, Stanwood, MI 2007

TIPS Techniques in Intervention Procedures of Serving Alcohol, Health Communications, Inc. Washington D.C. Conduct seminars for Mecosta County local business's Master Certified Trainer 2011-1995

Bay Mills Casino Resort, Brinkley, MI Professional Guest Service Consultant, 2003-2002

Team Leader for Vocational Hospitality & Food Services for on site reviews, Dept. of Education State of Michigan, Lansing, MI 1998-1997

COMMUNITY VOLUNTEER

Catholic Charities West Michigan, God's Kitchen, Big Rapids, MI 2011-2010

Relay for Life, American Cancer Society, Mecosta County /United Church, Big Rapids, MI 2010-1998

WISE Women's Information Service, Inc., Big Rapids, MI 2010-2005

St. Bernard Project, Rebuilding the lives of Katrina Survivors, Chalmette, LA 2007
ANFP Requirements

Big Brothers Big Sisters, Thanksgiving Dinner @ Cafe Ferris 2009-2007-2006

Make-A-Wish-Foundation, Halloween Pumpkin Carving Contest, 2007

BRHS Big Rapids High School Athletic Department Golf & Power Weight Lifting, donation, food logistics for awards banquet, 2011-2005

BRHS, Big Rapids High School Band Association donations, food logistics, 2007-2005

GIRL SCOUTS OF AMERICA, Mecosta County, Big Rapids, MI dinner keynote "Etiquette in Dining Presentation", 2007

4-H Mecosta County, hosted Equestrian Seminar, "The Importance of your relationship between your Veterinarian and your Equine", 2006

St. Mary's Parish Gala Dinner Event, Culinary & Service Chair, Big Rapids, MI 2003-1997

St. Mary's Parish Fall Festival, Service Committee, Big Rapids, MI 2002-1997

Blue Lake International Choir Local Chairperson, Big Rapids, MI 1999

Big Rapids High School Adult Volunteer, Athletics, Thespian, Big Rapids, MI 2002-1997

Boy Scouts of America Adult Volunteer Local Den, Big Rapids, MI 1999-97

Mecosta County 4-H Extension Club Adult Volunteer, Explorers, Equestrian, Crafts, Bird Watching, Big Rapids, MI 2001-1992

Audubon Mecosta County Club, Big Rapids, MI 2002-1996

EDUCATION

M.S. Occupational Education- Hospitality Management, Ferris State University, Big Rapids, MI 1987
High Distinction

B.S. Hospitality Management – Ferris State University, Big Rapids, MI 1980

A.A.S. Food Service Management, Ferris State University, Big Rapids, MI 1978

American Hotel & Lodging



Educational Institute

upon the recommendation of the
Certification Commission

hereby recognize

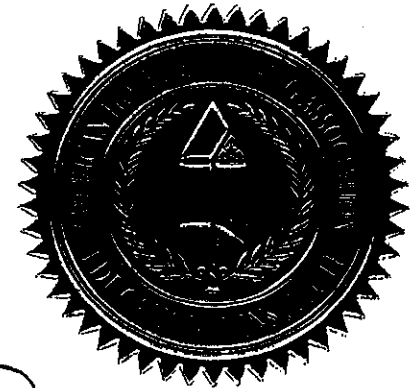
Julie A. Boyle

as a

Certified Hospitality Educator

attesting to successful completion of the knowledge and experience requirements, thereby reflecting a commitment to maintaining the highest standards of competence as a hospitality professional.

**PROFESSIONAL
CERTIFICATION**



Caroline A. Cooper

Chairman, Certification Commission

Doug Kennedy

President & CEO

October 31, 2003

Issue Date

October 28, 2013

Expiration Date

The Michigan Restaurant Association
Recognizes


JULIE DOYLE

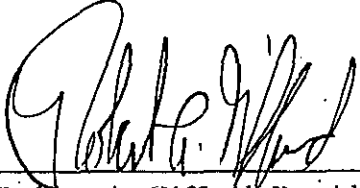
for service on the 2009 MRA Board of Directors.

This certificate is given in appreciation of your dedication and outstanding service to the Michigan Restaurant Association. Thank you for your commitment and expertise toward the advancement of the Association.



Our Mission is Your Success


Robert Fish, 2009 Chairman of the Board


Robert A. Gifford, President & CEO

Requirement I: Organizational Culture

1.3 Program Design

The ANFP Training Program is designed for maximum learner success.

- ◆ Program goals are aligned with college mission
- ◆ Program length and credit load are achievable
- ◆ Advisory Committee is established and active



Complete Form 1.3



Complete Form 1.3

Requirement I: Organizational Culture

FORM 1.3 - Program Design

<p>Mission of the College</p>	<p>Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.</p>
<p>Listing of program goals or outcomes</p>	<ol style="list-style-type: none"> (1) Gather & apply nutritional data and provide nutritional education to patients, clients, and caregivers. (2) Provide food services to include meal service, preparation, service of special nourishments, and supplemental feedings, and select menus. (3) Manage departmental personnel using effective communication, proper selection, adequate training, maintain records, using acceptable disciplinary procedures, and adhering to legal standards. (4) Manage supplies, equipment use, sanitation & safety using HACCP Guidelines and ensuring compliance regulations. (5) Manage production and business operations to include purchase specifications, cash activities and reports, budgets and cost effective procedures.
<p>Describe how the program goals are compatible with the mission of the College</p>	<p>To prepare students for successful careers, responsible citizenship, and lifelong learning. The goals listed above will prepare students for a successful career in the Dietary Food Service Management industry. All core values will be addressed: collaboration, diversity, ethical, community, excellence, learning, and opportunity.</p>

Requirement I: Organizational Culture

1.4 Use of ANFP Pre-Approved Curriculum and Course Listing

The curriculum provides a minimum of 120 hours of classroom instruction, following the prescribed curriculum pattern.



Complete Form 1.4 A and 1.4 B



Complete Form 1.4 A and 1.4 B

Requirement I: Organizational Culture

FORM 1.4 B - Course Listing

Online programs do not complete Lecture and Lab Hours.

Term Taken	Course Number	Course Title	Lecture Hours	Lab Hours	Credit Hours	College Credits
All	ACCT 201	Principles of Accounting	45			3
All	MGMT 301	Applied Management	45			3
Fall	RFIM 101	Orientation to Hospitality	15			1
Fall	RFIM 113	Sanitation & Safety	30	30		3
Fall	RFIM 115	Food & Labor Cost Control Systems	45			3
Spring	RFIM 127	Principles of Cooking & Baking	30	90		3
Fall	RFIM 211	Purchasing for the Hospitality Industry	45			3
Fall	RFIM 214	Design & Layout of Food Facilities	45			3
All	RFIM 292	Internship			150	3
Spring	CAHS 122	Management of Patient Dietary Needs	45			3
Fall/ Spring	CAHS 160	Nutrition for Healthy Living	45			3
Spring	CAHS 222	Patient Services	45			3

Requirement I: Organizational Culture FORM 1.4 B - Course Listing

Online programs do not complete Lecture and Lab Hours.

Term Taken	Course Number	Course Title	Lecture Hours	Lab Hours	Credit Hours	College Credits
All	MRIS 102	Orientation to Medical Vocabulary	15			1
All	HCSA 336	Health Care Supervisory Practices	60			4
All	ENGL 150	English 1	45			3
All	ENGL 250	English 2	45			3
All		Lab Science Elective	Variable Depending on Course			4
All	MATH 117	Contemporary Mathematics	60			4
All		Cultural Enrichment Elective	Variable Depending on Course			3
All	ECON 221	Principles of Macroeconomics	45			3
		<i>Choice of One of the Communication Courses Listed Below</i>				
All	COMM 105	Interpersonal Communication	45			3
All	COMM 121	Fundamentals of Public Speaking	45			3

Ferris State University - College of Business
Associate of Applied Science
Dietary and Food Service Management 61/62 Credits

NAME: _____

ID#: _____

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN PARENTHESES ()	S.H.	GRADE
COMMUNICATION COMPETENCE - 9 Credits Required				
COMM		Select one of the following: COMM 105 or COMM 121	3	
ENGL	150	English 1 - (ENGL 074 or a min score of 14 on ACT or a min score of 370 on SAT)	3	
ENGL	250	English 2 - (ENGL 150 with a grade of C- or better)	3	
SCIENTIFIC UNDERSTANDING - 4 Credits Required				
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html				
Select one course from the scientific understanding subject area - it must be a lab course.				
		Science Course w/Lab	4	
QUANTITATIVE SKILLS - 3/4 Credits Required				
*MATH	117	Contemporary Mathematics - (MATH110 w/ a grade of C- or better, or 19 on ACT or 460 on SAT)	4	
		Note: If MATH ACT score is 24 or higher plus 1 year of HS algebra with a C- or better - subs a gen ed elective		
CULTURAL ENRICHMENT - 3 Credits Required				
Cultural Enrichment elective, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html				
		Cultural Enrichment Elective	3	
SOCIAL AWARENESS - 3 Credits Required				
ECON	221	Prin of Macroeconomics - (MATH 110 w/ a grade of C- or better or ACT of 19 or SAT of 460)	3	
MAJOR COURSES - 33 Credits - Required				
RFIM	101	Orientation to Hospitality Industry - (None)	1	
RFIM	113	Sanitation and Safety - (None)	3	
RFIM	115	Food and Labor Cost Control System - (None)	3	
RFIM	127	Principles of Cooking & Baking (None)	3	
RFIM	211	Purchasing: Hospitality Industry (None)	3	
RFIM	214	Equipment, Layout & Design (None)	3	
RFIM	292	Restaurant and Food Industry Internship (Department approval)	3	
CAHS	160	Nutrition for Healthy Living	3	
CAHS	122	Management of Patient Dietary Needs(CAHS160)	3	
CAHS	222	Patient Services (CAHS 122)	3	
MRIS	102	Orientation to Medical Terminology	1	
HCSA	336	Healthcare Supervisory Practice	4	
BUSINESS CORE - 6 Credits Required				
ACCT	201	Principles of Accounting 1 (MATH 110 w/ a grade of C- or better, or 19 on ACT or 460 on SAT)	3	
MGMT	301	Applied Management (None)	3	
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.				

2012 Fall

NOTE: A 2.00 GPA is required for the major and a 2.00 cumulative GPA is required for completion of the Restaurant & Food Industry Management degree.

*Will accept MATH 115/116

**Ferris State University - College of Business
Associate of Applied Science
Dietary and Food Service Management 61/62 Credits**

Fall Semester		Crs
RFIM	101	1
RFIM	113	3
RFIM	115	3
ENGL	150	3
CAHS	160	3
TOTAL		13

Spring Semester		Crs
MRIS	102	1
RFIM	127	3
SC w/lab		4
CAHS	122	3
COMM	105	3
TOTAL		14

SECOND YEAR

Fall Semester		Crs
RFIM	211	3
RFIM	214	3
ACCT	201	3
ENGL	250	3
MATH	117	4
TOTAL		16

Spring Semester		Crs
Cultural Enrichment		3
MGMT	301	3
CAHS	222	3
HCSA	336*	4
ECON	221	3
TOTAL		16

Summer Semester		Crs
RFIM	292	3
Total		3

* course number change effective Fall 2010


Requirement I: Organizational Culture

1.5 Program Communication

Program announcements, publications, communication, and advertising accurately reflect the program offered.

- ◆ Program Promotional Materials
 - Submit printed promotional materials that document the following. If promotional materials are available online, please provide the URL to view the information referenced on Form 1.5
 - The program has both classroom and field experience components.
 - The field experience is appropriately precepted.
 - Students are eligible for Pre-Professional ANFP membership. Graduates are eligible for the credentialing exam and ANFP Professional membership
- ◆ Program Communication to ANFP
 - With student's permission, student names/addresses will be emailed to ANFP each month or whenever students enroll. (Note: An interactive form is available on the ANFP Instructors' Resource Center for ease of reporting student contact information.)
 - Graduate lists will be e-mailed to ANFP within two weeks of graduation.
 - The program administrator will advise ANFP within two weeks of a change in the program director.

 Complete Form 1.5

 Complete Form 1.5

Requirement I: Organizational Culture

FORM 1.5 - Program Communication

Program Communication/Advertising	Publication/Form in Which it is Communicated
The following are made known to potential students	
The program has both classroom and field experience components	Check Sheet & Website@ http://catalogue.ferris.edu/programs/563/
The field experience is appropriately precepted and has a required minimum of 150 hours	Verbally communicated during internship advising. Written internship guidelines.
*Students are eligible for ANFP Pre-Professional membership. Graduates are eligible for the credentialing exam and ANFP Professional membership	Faculty Advising & Website@ http://catalogue.ferris.edu/programs/563/
A Registered Dietitian directly supervises a minimum of 25 of the 50 nutrition related field experience hours and coordinates the entire 150 hours	Verbally communicated to students during internship advising. Communicated in writing to internship site coordinator.
The program's accreditation status, including name, address, and phone number of the accrediting agency	http://www.ferris.edu/HTMLS/fsucatlg/accreditation.htm
Admissions policies and practices	Check Sheet & Website @ http://catalogue.ferris.edu/programs/563/
Number of credits required for completion of the program	Check Sheet & Website @ http://catalogue.ferris.edu/programs/563/
Tuition/fees and other costs required to complete the program	http://www.ferris.edu/admissions/financialaid/FinAid_costofattendance.htm
Policies and processes for withdrawal	http://www.ferris.edu/admissions/registrar/schdbook/page22-23.htm
Policies and processes for refunds	http://www.ferris.edu/admissions/registrar/schdbook/page19-20-21.htm#tutrefund

*Submit printed promotional information that documents required information or provide a URL where this information is available.

Form 1.5 – Program Communication (Continued)

The following are made known to enrolled students

Academic calendar	http://www.ferris.edu/HTMLS/academics/calendars/2012.htm
Criteria for successful completion of each segment of the program	Verbally communicated during academic advising which is required each semester. http://www.ferris.edu/admissions/registrar/schdbook/page10.htm#advis
Criteria for graduation or certificate	Check Sheet, Academic Advising & http://www.ferris.edu/admissions/registrar/schdbook/page19-20-

The following are made known to program faculty

Student names/addresses will be e-mailed to ANFP each month or whenever student enroll (with student's permission)	Email from Program Coordinator.
Graduate lists will be e-mailed to ANFP within two weeks of graduation	Email from Program Coordinator.
The program administrator will advise ANFP within two weeks of a change in the program director	Email from Program Coordinator.

REQUIREMENT II

COLLEGE ACCOUNTABILITY

2.1 Supporting Learners

The College has an established process to support learners outside of the classroom.

Getting students off to the right start is crucial to their success. Tom Brown, a noted speaker on student success, states, "It takes a campus community to support student achievement and success." Students leave college because they feel isolated and what they encounter is not what they expected. Vincent Tinto (Syracuse University) stated in 1993, "What happens to students *after* they enroll frequently has a more powerful impact on whether they stay and achieve their goals or leave."



Complete Form 2.1 A



Complete Form 2.1 B

Requirement II: College Accountability

FORM 2.1 A - Supporting Learners

<p>Are application materials online? If so, provide URL</p>	<p>http://www.ferris.edu/admissions/application/</p>
<p>Describe the intake process for students in the College</p>	<ul style="list-style-type: none"> • Submit completed application (written or online) along with \$30 fee at least 6 months in advance. • Send high school and/or transfer transcripts. • Send ACT (or SAT) scores. • Attend freshman orientation and scheduling.
<p>What is the remediation process for students who are not successful in the admissions process?</p>	<p>Students who do not fully meet the entrance requirements for the program can be admitted to the College of Business in the Pre-Business program until they meet the criteria. Students denied admission to the University can reapply once they have earned a minimum of 12 credit hours with a GPA of 2.0 © or higher at a community college.</p>
<p>What support services are offered for students to help them transition to college life once the semester begins?</p>	<ul style="list-style-type: none"> • Disability Services • Required Academic Advising • Freshman Orientation • Required FSUS 101/RFIM 101 Orientation Class • Writing Center • Tutoring Center • Structured Learning Assistance Courses • Program Activities & Registered Student Organizations (RSO's) • Counseling Center • Speaker Series on Topics such as Test Anxiety • Peer Mentoring Program

Requirement II: College Accountability
FORM 2.1 B - Supporting Learners

<p>Are application materials online? If so, provide URL</p>	<p>http://www.ferris.edu/admissions/application/</p>
<p>How do you assure that online students have access to necessary student and support services (e.g., tutoring or academic support, advising, financial aid, tuition payment, career counseling, study groups, school announcements)?</p>	<p>✓ All classes are face to face and each student is assigned to a specific Faculty Advisor. The Faculty Advisor will consistently monitor each student's academic progress and intercede as necessary to encourage positive educational outcome.</p>

Requirement II: College Accountability

2.2 Admissions and Testing

The College has an established admission testing process and a remediation component.



Complete Form 2.2



Complete Form 2.2

Requirement II: College Accountability

FORM 2.2 - Admissions and Testing

<p>What admission test is used (e.g., TABE, ASSET, ACT)?</p>	<p>The ACT is the preferred but SAT is acceptable as well.</p>
<p>If no admission testing is required, how do you know students are prepared for the academic challenge before them?</p>	<p>Student admission is based on their compliance with the College of Business requirements based on standardized testing scores and past academic history.</p>
<p>If students do not meet the College academic admission requirements, what process is in place to help students advance to the level of admissions standards?</p>	<p>Students who do not fully meet the entrance requirements for the program can be admitted to the College of Business in the Pre-Business program until they meet the criteria. Students denied admission to the University can reapply once they have earned a minimum of 12 credit hours with a GPA of 2.0 (C) or higher at a community college.</p>

Requirement II: College Accountability

2.3 Field Experience

The College has an established process to support students in their field experience.

- ◆ Field Experience Sites
 - All field experience sites are in healthcare facilities, agencies, or organizations accredited or approved by their appropriate agencies which have sufficient and experienced personnel, adequate equipment and opportunities to provide the type of experiences needed in the program.
- ◆ Alternative Field Experience Site
 - Beginning with the 2012 requirements, twenty-five (25) nutrition hours of the required 50 precepted hours may be directly precepted by a Registered Dietitian instructor in a classroom laboratory. The Program Director determines which curriculum competencies will be addressed through these laboratory activities.
- ◆ Waiver for the Non-Nutritional Portion of the ANFP Training Program Field Experience (sample form provided)
 - The student must have a minimum of two years' experience in a managerial or supervisory capacity in non-commercial foodservice. Managerial/supervisory experience is defined as on-the-job time in a full-time management capacity. Non-commercial foodservice is defined as organizations or corporations such as hospitals, nursing homes, schools, military, correctional, commercial, and/or community feeding programs.
- ◆ Field Experience Verification (sample form provided)
 - All 150 hours of the field experience will be managed by the Program Director. Twenty-five (25) of the nutrition-related hours must be directly supervised by a Registered Dietitian.



Complete Form 2.3 for each facility being used for field experience.

- Include a current copy of the Commission on Dietetic Registration (CDR) card for all Registered Dietitian preceptors (or state licensed dietitian card in those states that accept LDs as equivalent to RDs), Dietetic Technician Registered (DTR) preceptors' CDR card, and ANFP Certification Card for CDM preceptors.



Complete Form 2.3 for each facility being used for field experience.

- Include a current copy of the Commission on Dietetic Registration (CDR) card for all Registered Dietitian preceptors (or state licensed dietitian card in those states that accept LDs as equivalent to RDs), Dietetic Technician Registered (DTR) preceptors' CDR card, and ANFP Certification Card for CDM preceptors.

Requirement II: College Accountability

FORM 2.3 - Field Experience (Facility Information Sheet)

Name of RD Preceptor (please print)	Kathleen Talis
CDR Number	R445245
Name of CDM Preceptor (please print)	
CDM Number	
Name of DTR Preceptor (please print)	
DTR Number	
NOTE: Include current copy of CDR, CDM, and/or DTR cards for preceptors	
Name of Facility	Spectrum Health Hospitals
City, State, Zip	Grand Rapids, Michigan 49503
Type of Facility	<input checked="" type="checkbox"/> Acute Care Hospital <input type="checkbox"/> Psychiatric Hospital <input type="checkbox"/> Long-Term Care Facility <input type="checkbox"/> Other:
Facility is currently accredited/approved	<input checked="" type="checkbox"/> TJC <input type="checkbox"/> Title XVIII <input type="checkbox"/> Title XIX <input type="checkbox"/> Other:
Date of last accreditation	May 2012
Number of staff in foodservice department	387
Number of beds	800
Is this facility used for other allied health educational programs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please list: Dietetic internship program with Andrew's University, Western Michigan University, and Michigan State University

CDR certifies that
Kathleen M Talis
has successfully completed
requirements for dietetic
registration.

Commission
on Dietetic
Registration
The credentialing agency for the
Academy of Nutrition
and Dietetics

Registration Payment Period: 09/01/2012 - 08/31/2017

 Registered Dietitian (RD)

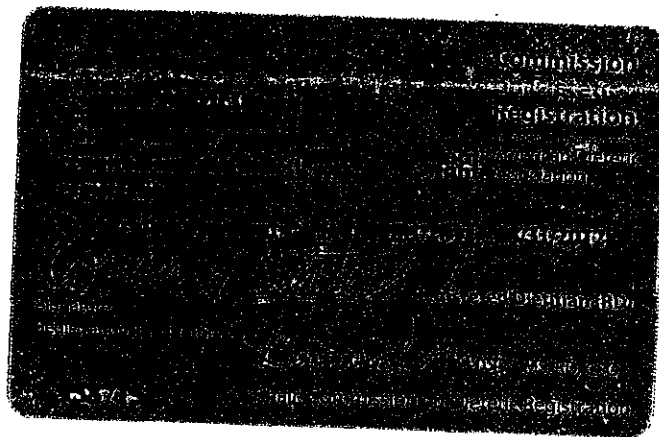
Signature
Registration ID Number

445245

 PhD, RD, FADA
Chair, Commission on Dietetic Registration

Requirement II: College Accountability
FORM 2.3 - Field Experience (Facility Information Sheet)

Name of RD Preceptor (please print)	Corianne McIntosh
CDR Number	958715
Name of CDM Preceptor (please print)	Jeffery Godfrey
CDM Number	242340
Name of DTR Preceptor (please print)	
DTR Number	
NOTE: Include current copy of CDR, CDM, and/or DTR cards for preceptors	
Name of Facility	Altercare of Big Rapids
City, State, Zip	Big Rapids, Michigan, 49307
Type of Facility	<input type="checkbox"/> Acute Care Hospital <input type="checkbox"/> Psychiatric Hospital <input checked="" type="checkbox"/> Long-Term Care Facility <input type="checkbox"/> Other:
Facility is currently accredited/approved	<input type="checkbox"/> TJC <input type="checkbox"/> Title XVIII <input type="checkbox"/> Title XIX <input checked="" type="checkbox"/> Other: Medicare / Medicaid
Date of last accreditation	5/18/2012
Number of staff in foodservice department	12
Number of beds	100
Is this facility used for other allied health educational programs?	<input type="checkbox"/> Yes <input type="radio"/> Please list: <input checked="" type="checkbox"/> No



#958715

Requirement II: College Accountability
FORM 2.5 B - Resources

<p>Describe the learning resources available to online students.</p>	<p>Not Applicable</p>
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THE CERTIFYING BOARD FOR DIETARY MANAGERS

HEREBY VERIFIES THAT

Jeffrey S. Godfrey, CDM, CFPP

HAS SUCCESSFULLY PASSED THE CREDENTIALING EXAMINATION
AND HAS MET THE QUALIFICATIONS OF A

CERTIFIED DIETARY MANAGER,
CERTIFIED FOOD PROTECTION PROFESSIONAL

CDM CFPP

Certification Date: 10/30/2010

Requirement II: College Accountability

FORM 2.3 - Field Experience (Facility Information Sheet)

Name of RD Preceptor (please print)	Kim Lombard
CDR Number	726487
Name of CDM Preceptor (please print)	Kim Dean
CDM Number	242340
Name of DTR Preceptor (please print)	
DTR Number	
NOTE: Include current copy of CDR, CDM, and/or DTR cards for preceptors	
Name of Facility	Spectrum Health – Reed City Campus
City, State, Zip	Reed City, MI 49677
Type of Facility	<input checked="" type="checkbox"/> Acute Care Hospital <input type="checkbox"/> Psychiatric Hospital <input checked="" type="checkbox"/> Long-Term Care Facility <input type="checkbox"/> Other:
Facility is currently accredited/approved	<input type="checkbox"/> TJC <input type="checkbox"/> Title XVIII <input type="checkbox"/> Title XIX <input checked="" type="checkbox"/> Other: State of Michigan, Health Dept. 6/2012
Date of last accreditation	6/2012
Number of staff in foodservice department	20
Number of beds	24 Acute / 50 LTC
Is this facility used for other allied health educational programs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Please list: Acute – Nursing Students from Baker College & Ferris State University

CDR certifies that
Kimberly A Lombardi
has successfully completed
requirements for dietetic
registration.
Registration Payment Period: 09/01/2011 - 08/31/2012

Kimberly A Lombardi
Signature
Registration ID Number: **726437**

Commission on Dietetic Registration
American Dietetic Association
Registered Dietitian (RD)
Kimberly A Lombardi
MS, RD, CSO
Chair, Commission on Dietetic Registration

ANFP Association of
Nutrition & Foodservice
Professionals

Certified Member
Kimberly Ann Dean, CDM, CFPP
Member ID: 202845
Expires: 8/31/2013

ANFP Professional Development Services | 800.323.1908 | info@ANFPonline.org
This card certifies that the member is in good standing with the Association of Nutrition and
Foodservice Professionals, and has met membership requirements for the member type printed above.

Requirement II: College Accountability Non-Nutritional Field Experience Waiver

The student must have a minimum of two years' experience in a managerial or supervisory capacity in non-commercial foodservice. Managerial/supervisory experience is defined as on-the-job time in a full-time management capacity. Non-commercial foodservice is defined as organizations or corporations such as hospitals, nursing homes, schools, military, correctional, commercial, and/or community feeding programs.

Current Employment - to be completed by the student	
Student Name	
Job Title	
Dates of Employment	
Place of Employment	
Work Phone	
Address	
City, State, Zip	
Name of Immediate Supervisor	
Title of Immediate Supervisor	
Supervisor's Work Phone	
To be completed by supervisor	
Student employed under my supervision from/to	
Duties performed by student	
Has candidate performed satisfactorily while under your supervision?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you aware of any information which would adversely reflect on the character or competence of this person?	<input type="checkbox"/> Yes <input type="checkbox"/> No
I hereby certify that the above information is correct to the best of my knowledge:	
Supervisor Signature	
Date	
Student Signature	
Date	

Requirement II: College Accountability Field Experience Verification

All 150 hours of the field experience will be managed by the Program Director. Twenty-five (25) of the nutrition-related hours must be directly supervised by a Registered Dietitian.

Student Name	
Date	
Name of Facility	
Signature of Student	
Signature of Registered Dietitian	
Signature of DTR/CDM Preceptor	

Date	Assignment Description	Field Experience Hours	RD Hours	DTR/CDM Hours
Total Hours				

Requirement II: College Accountability

2.4 Program Director's Commitment

The program director is committed to the success of the classroom and field experience components.

♦ Classroom Hours

- A minimum of 120 hours is used in didactic or classroom learning activities and is monitored by the Program Director. Fifty (50) of the classroom nutrition hours must be taught by a Registered Dietitian.

♦ Field Experience Hours

- A minimum of 150 hours is used in Field Experience activities and is coordinated by the Registered Dietitian Preceptor and monitored by the Program Director.



Complete Form 2.4



Complete Form 2.4

Requirement II: College Accountability

FORM 2.4 - Program Director's Commitment

I hereby agree to abide by the following stipulations:

- ◆ The program has both didactic (classroom, correspondence, online) instruction and field experience components.
- ◆ The field experience is appropriately precepted.
- ◆ Students are eligible for ANFP Pre-Professional membership. Graduates are eligible for the credentialing exam and ANFP Professional membership. For this purpose, student names/addresses will be e-mailed to ANFP each month or whenever students enroll. Graduate lists will be e-mailed to ANFP within two weeks of graduation.

PROGRAM DIRECTOR'S COMMITMENT TO STUDENT'S FIELD EXPERIENCE

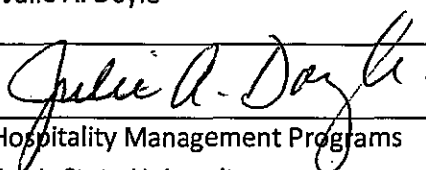
I hereby certify that I fully understand the *Requirements* covering the classroom and field experience and the qualifications of preceptors as outlined in the ANFP Program Training *Requirements*.

I agree to abide by the *Requirements* and confirm that each student enrolled has a qualified preceptor with no less than one year of post-registration, full-time equivalent employment in a practitioner role, and at least six months of this experience is related to the subject matter of the program.

I will arrange for an agreement with the administrator of each field experience site for scheduling opportunities to provide for the required minimum of 150 hours of field experience.

I will arrange for an agreement with the Registered Dietitian preceptor that a minimum of 25 of the 50 nutrition related hours of direct supervision will be provided by the Registered Dietitian preceptor to each student according to the guidelines established in Requirement 2.4.

I certify that I will supervise all 150 hours of the field experience.

Program Director's Name (please print)	Julie A. Doyle
Program Director's Signature	
Program Director's College	Hospitality Management Programs Ferris State University
Date	8/1/2012

Requirement II: College Accountability

2.5 Resources

The resources of the College are adequate to meet the needs of the program.



Complete Form 2.5 A



Complete Form 2.5 B

Requirement II: College Accountability

FORM 2.5 A - Resources

<p>Describe how College resources (such as the library, academic success center, and career center) support the learning needs of the student.</p>	<p>Academic Support Center & Tutoring</p> <ul style="list-style-type: none"> Tutoring Peer, Mentoring Program, Success Fair, Study Skills, Speaker Series on Topics such as Test Anxiety <p>Educational Counseling & Disability Services</p> <ul style="list-style-type: none"> Career Counseling, Disability Services, Counseling Services, Educational Counseling <p>Writing Center</p> <p>Career Services</p> <ul style="list-style-type: none"> Career Planning, Job Search Resources, Job Postings, Career Fair, Resume Critiques, Leadership Conference <p>Ferris Library for Information, Technology, and Education (FLITE) is located in the heart of the main campus. FLITE features a variety of work spaces, including an information commons, 4 instructional studies (computer labs,) seminar rooms, 54 individual and group study rooms, a reading room, and extended hours study area all with wireless access capability. FLITE has a total seating capacity of 1300, more than 350,000 volumes (books and periodicals), and 195 public computers.</p>
<p>Describe multimedia equipment available to enhance student learning.</p>	<p>Student learning is enhanced by classrooms that are equipped with the following multimedia. Faculty computer stations which include a projection cart & screen, multimedia LCD projectors, Starboard Interactive Whiteboards (which convert conventional classrooms into interactive learning environments), VCR / Audio/ DVD players, web cameras, and a campus IT team that supplies and supports the program's technology.</p>
<p>Describe how the physical space promotes learning and study.</p>	<p>All of the Hospitality classes for the Dietary Food Service Management Degree are taught either in West Commons or the College of Allied Health. The program's main office and hospitality faculty are located in West Commons Room 106. The Allied Health faculty are located in the Allied Health Building. The three main classrooms are West Commons 108, 109, & 110. The lab kitchen in WC Room 108 accommodates 20 students with 10 cooking stations. WC Room 109 is a standard classroom with seating for up to 36 students. WC 110 doubles as both a classroom and dining room with seating for 36 students or up to 75 dining guests. WC 105 is the main kitchen adjacent to WC 110 classroom. Outside of these four main areas are additional storage and a two station computer lab for student use. Both WC 110 & WC 109 are equipped with an instructor work station, internet access, screen & smart board.</p>

REQUIREMENT III

ACADEMIC AND LEARNING OUTCOMES

3.1 Curriculum

The ANFP curriculum requires a minimum of 120 hours of classroom instruction, following prescribed instructional design.

- ◆ Curriculum - The curriculum is separated into two major classroom components and several subtopics:
 - Nutrition Concepts and Medical Nutrition Therapy
 - Eighteen subtopics that correspond to the major categories on the CBDM exam content
 - Managing Foodservice and Food Safety
 - Twenty-eight subtopics that correspond to the major categories on the CBDM exam content
- ◆ Form 3.1 asks for the following information
 - Match the course number from FORM 1.4 to the required content areas. All competencies and objectives must be addressed with a course number. (The curriculum major competencies and objectives correspond to the CBDM Exam Content so addressing each competency and objective assures learner success.)
 - Identify the approximate amount of field hours for each content area.



Complete Form 3.1



Complete Form 3.1

Requirement III: Academic and Learning Outcomes

FORM 3.1 - Curriculum

CURRICULUM/EXAM CONTENT

NOTE: A1 through A6 (Nutrition and Medical Nutrition Therapy) represent competencies and objectives that are not part of the exam content but are part of the required curriculum content.

Please note the following:

- ◆ Classroom Hours – 120 hour requirement
 - Assigned by units/sections of study
 - Sections of study represent the sections on the exam content
 - Sections with more study hours represent areas where students struggle on the exam
 - The shaded competencies (A1-A6) represent the curriculum content that is basic preparation for the exam content. The shaded area competencies and objectives are NOT part of the exam content but are part of the required curriculum content.
 - **Nutrition units must be taught by a Registered Dietitian**
- ◆ Field Experience Hours – 150 hour req.
 - Assigned by units/sections of study
 - Sections of study represent the sections on the exam content
 - Sections with more study hours represent areas where students struggle on the exam
 - 25 of the 50 nutrition hours must be precepted by a Registered Dietitian. These hours may also be completed as lab hours taught by a Registered Dietitian instructor. The program director determines which hours are lab hours and which competencies must be precepted by a Registered Dietitian.

NUTRITION CONCEPTS AND MEDICAL NUTRITION THERAPY		
Required Content Area	Course Number(s)	Field Experience Hours
Use Basic Nutrition Concepts (9 Classroom Hours, 0 Field Experience Hours)		
A.1 Document Food Preferences and Customs	CAHS 122 & CAHS 160	1 Hour
a. Investigate factors that affect food intake		
b. Classify reasons why people eat		
c. Identify food customs of various racial, ethnic or religious groups		
d. Compare nutritional intake of various racial, cultural, and religious groups		
e. Modify a menu for an ethnic, racial, or religious preference		

NUTRITION CONCEPTS AND MEDICAL NUTRITION THERAPY		
Required Content Area	Course Number(s)	Field Experience Hours
A.2 Identify Nutrition Concepts a. Identify six groups of nutrients b. Define Calorie c. List the energy content of nutrients d. Differentiate between simple and complex carbohydrates e. Explain nutrient density of foods f. Calculate energy content of a simple food	CAHS 160 2 Hours	
A.3 Use Basic Nutrition Principles a. Discuss the importance of good nutrition b. Select types of carbohydrate c. Select types of lipids d. Explore health effects of protein e. Distinguish between vitamins and minerals f. Identify the role of water as a nutrient g. Define phytochemicals and functional foods h. Select the best food sources of specific vitamins and minerals i. Calculate daily fluid requirement j. Differentiate between different food guides k. Analyze own intake for the leader nutrients	CAHS 160 2 Hours	
A.4 Describe the Process of Digestion a. Follow the path of digestion b. Relate digestion to nutrition c. Describe the organs involved in digestion d. Differentiate between digestion of protein, fat, and types of carbohydrate e. Discuss absorption and its relationship to other body systems f. Explain the concepts of absorption and availability of nutrients	CAHS 122 2 Hours	
A.5 Determine Basic Concepts of Medical Nutrition Therapy a. Review symptoms of nutritional deficiency and excess b. Identify basic medical nutrition terminology c. Define the basic concepts of medical nutritional therapy d. Relate basic concepts to nutritional deficiency and excess e. Relate basic concepts of medical nutritional therapy to diseases involving different organ systems f. Compare basic concepts to current diet manual or other accepted resource g. Explain utilization of medical nutritional therapy in long-term care and acute care settings	CAHS 122 & MRIS 102 2 Hours	
Section I: Gather Nutrition Data (8.5% of the exam)		
(12 Classroom Hours, 15 Field Experience Hours)		
1.1 Document Nutritional Information in the Medical Record a. Chart in medical records using appropriate forms and formats b. Enter and retrieve data using a computer c. Use current nutritional information forms	CAHS 222 2 Hours	RFIM 292 3 Hours

NUTRITION CONCEPTS AND MEDICAL NUTRITION THERAPY

Required Content Area	Course Number(s)	Field Experience Hours
1.2 Interview Clients for Diet History a. Identify different types of clients b. Plan and ask appropriate questions of clients c. Gather information from client and/or family member(s) d. Identify significant information and problems e. Recognize nonverbal responses and communication cues f. Record information systematically and carefully g. Use ethical and confidentiality principles and practices h. Gather client information from other multi-disciplinary team members i. Address food customs and nutritional needs of various racial, cultural, and religious groups	CAHS 122 & CAHS 222 3 Hours	RFIM 292 9 Hours
1.3 Conduct Routine Nutrition Screening a. Recognize routine versus at-risk clients using established guidelines b. Identify appropriate data to be gathered c. Use appropriate data-gathering format/approach for specific client type(s) d. Complete client forms efficiently e. Identify federal regulations related to evaluating patient status and care f. Collect client information from medical record	CAHS 122 & CAHS 222 3 Hours	
1.4 Use Nutrient Intake, such as Calories and Sodium a. Calculate routine nutrient intake computations using food composition tables b. Document significant nutrition related laboratory values	CAHS 160 CAHS 222 3 Hours	RFIM 292 2 Hours
1.5 Identify Nutrition Problems and Client Rights a. Identify clients needing intervention b. Verify information to ensure accuracy c. Review documentation for nutritional care follow up d. Honor client rights while providing nutritional care	CAHS 122 & CAHS 222 1 Hour	RFIM 292 2 Hours
Section II: Apply Nutrition Data (8.5% of the exam) (8 Classroom Hours, 10 Field Experience Hours)		
2.1 Implement Diet Plans or Menus Using Appropriate Modifications a. Implement nutrition plan into meals/foods to be served b. Identify menu planning needs for infants, children, and older adults c. Modify menus to suit fiber content, texture, or feeding needs d. Modify menus to control for calories, carbohydrates, proteins, fats, and minerals e. Modify menus to suit medical or other personal condition(s) (nutritional supplements, enteral produces, enteral tube feeding and parenteral nutrition)	CAHS 122 3 hours	

NUTRITION CONCEPTS AND MEDICAL NUTRITION THERAPY		
Required Content Area	Course Number(s)	Field Experience Hours
2.2 Implement Physician's Dietary Orders a. Recognize medical and nutrition terminology b. Demonstrate sensitivity to patient needs and food habits c. Provide needed diets from kitchen d. Determine availability of foods from kitchen e. Exhibit competency in suggesting the correct diet orders for clients f. Include patient input on diet prescribed by physician g. Recognize appropriateness of diet order for diagnosis	CAHS 222 3 Hours	RFIM 292 7 Hours
2.3 Apply Standard Nutrition Care Procedures a. Review client's nutrition needs, based on guidelines provided b. Assess nutrition content of foods c. Identify sources to consult to assist in implementing nutrition care plans	CAHS 222 1 Hour	RFIM 292 2 Hours
2.4 Review Effectiveness of Nutrition Care Plan a. Identify effectiveness of the nutrition care plan b. Evaluate care plans for individuality and specific needs	CAHS 222 1 Hour	RFIM 292 1 Hour
Section III: Provide Nutrition Education (6.5% of the exam)		
(3 Classroom Hours, 10 Field Experience Hours)		
3.1 Help Clients Choose Foods from Selective Menus a. Determine dietary requirements of patient/client b. Ascertain client's present knowledge and needs c. Choose appropriate resource materials d. Assess client's food preferences e. Suggest acceptable food substitutes f. Verify substitutes in terms of availability and facility practices g. Match food items identified with patient preferences	CAHS 122 & CAHS 222 1 Hour	RFIM 292 4 Hours
3.2 Use Nutrition Education Materials a. Develop a plan for nutrition education b. Identify educational materials and resources c. Use resource materials and equipment in teaching	CAHS 222 1 Hour	RFIM 292 3 Hour
3.3 Adapt Teaching to Client Educational Needs a. Evaluate client readiness and ability to learn b. Ascertain background and knowledge of clients c. Implement a teaching plan d. Identify appropriate/available social resources	CAHS 222 1 Hour	RFIM 292 3 Hour

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Managing Foodservice and Food Safety

Required Content Area	Course Number(s)	Field Experience Hours
Section IV: Provide Foodservices (10% of the exam) (16 Classroom Hours, 20 Field Experience Hours)		
4.1 Check Meal Service for Food Quality, Portion Size, and Diet Accuracy a. Define procedures for mode of food service b. Evaluate attractiveness of food served c. Evaluate the type, quality, quantity, and temperature of food served d. Evaluate efficiency (time, cost) of foodservice system e. Evaluate compliance of meals served as posted	CAHS 122 5 Hours	RFIM 292 5 Hours
4.2 Manage the Preparation and Service of Special Nourishments and Supplemental Feedings a. Identify clients who need nourishments or supplemental feeding. b. Define schedules/needs for special food preparation/foodservice c. Monitor implementation of special foodservices d. Identify appropriate supplemental products e. Monitor cost of supplements f. Monitor the passing of nourishments and supplements g. Develop a system to audit the passing of nourishments or supplements	CAHS 122 4 Hours	RFIM 292 5 Hours
4.3 Implement Continuous Quality Improvement Procedures for Foodservice Department a. Define objectives and standards for foodservice b. Implement and monitor quality indicators c. Implement necessary procedural changes d. Interpret and report to designated persons e. Develop auditing tool to determine the effectiveness of quality indicators f. Implement approaches to facilitate client's compliance with nutritional therapy	CAHS 122 2 Hour	
4.4 Evaluate Food Acceptance Survey a. Identify client food preferences and food problems b. Identify data needs for judging food preferences c. Develop and conduct food acceptance surveys d. Analyze data and make recommendations/changes	CAHS 222 3 Hours	RFIM 292 5 Hours
4.5 Use Appropriate Resources to Modify Standard Menus to Suit Client Needs a. Determine client needs b. Identify appropriate nutrition tables/charts and diet manuals b. Use standard food weights, measures, and recipes correctly c. Use peer and supervisory resources available as needed d. Honor legal and moral responsibilities regarding diet needs e. Modify menus based on local institutional or societal factors	CAHS 122 & CAHS 222 4 Hours	RFIM 292 5 hours

Managing Foodservice and Food Safety

Required Content Area	Course Number(s)	Field Experience Hours
Section V: Hire & Supervise (9% of the exam) (9 Classroom Hours, 14 Field Experience Hours)		
5.1 Develop and Maintain Employee Time Schedules and Assignments a. Prepare a time schedule b. Maintain time schedule chart/records c. Prepare absence/tardy reports for personnel files d. Identify overall staffing needs e. Calculate full time equivalents f. Identify and assess daily tasks g. Analyze capabilities and preferences of employees available h. Develop a work assignment chart i. Explain and coordinate work assignments	HCSA 336 & RFIM 115 2 Hours	RFIM 292 14 Hours
5.2 Define Personnel Needs and Job Functions a. Conduct personnel needs analysis b. Conduct task analysis c. Write job analysis d. Write detailed job descriptions e. Prepare a departmental organization chart	HCSA 336 2 Hours	
5.3 Interview and Select Employees a. Identify fair employment laws and practices b. Develop interview procedures for department c. Explain department procedures and policies to applicants d. Assess applicants and record data in file e. Document selection procedures and policies	HCSA 336 2 Hours	
5.4 Manage Department Personnel a. Maintain personnel records in proper form b. Identify personnel management laws and practices c. Identify promotion/termination criteria d. Prepare a performance evaluation e. Justify personnel decisions including documentation for promotion and termination f. Follow disciplinary procedures to correct a problem	HCSA 336 1 Hour	
Section VI: Develop Personnel and Communications (8.3% of the exam) (9 Classroom Hours, 14 Field Experience Hours)		
6.1 Implement Required Changes in Foodservice Department a. Identify existing problems/needs b. Write memos presenting changes with justification c. Prepare plan of action to address problems/needs d. Communicate daily with staff e. Establish hygiene standards for personnel according to the FDA Food Code	RFIM 113 & HCSA 336 1 Hour	
6.2 Prepare, Plan, and Conduct Department Meetings a. Prepare and post meeting notice and agenda b. Plan meeting facilities and procedures c. Meet with key personnel to develop plans	HCSA 336 1 Hour	

Managing Foodservice and Food Safety		
Required Content Area	Course Number(s)	Field Experience Hours
d. Follow proper procedures to conduct meeting e. Write minutes of meeting f. Plan follow-up actions resulting from meeting		
6.3 Present Work Procedures and Plans a. Explain department resources/equipment b. Use personnel organization and responsibilities chart c. Explain department responsibilities and liabilities d. Identify role responsibilities and performance standards e. Explain plan of action to implement procedures or plans	HCSA 336 & MGMT 301 1 hour	
6.4 Teach Employees a. Orient new employees to facility procedures b. Conduct/arrange in-service training (handling emergencies, difficult clients, new equipment) c. Conduct discussion on professional and ethical expectations d. Instruct employees on compliance with HIPPA guidelines e. Provide follow-up after orientation f. Provide ongoing food safety and infection control training to employees g. Ensure employees' compliance with safe food preparation practices	RFIM 113 4 Hours	RFIM 292 7 Hours
6.5 Justify Improvement in the Department Design and Layout a. Maintain records of suggestions and complaints received b. Conduct department improvement discussion session with staff c. Write a memo presenting improvement recommendations d. Evaluate work flow, essential equipment relative to new department designs or construction e. Research concepts/products related to department facility design f. Prepare proposals, specifications for new construction or renovation in layout/design changes	RFIM 214 5 Hours	RFIM 292 6 Hours
6.6 Meet Goals and Priorities for Department a. Identify department tasks b. Prepare short-term and long-term goals for foodservice department c. Review department goals against resources available d. Conduct staff discussion sessions to review organizational policies e. Follow standard sanitation and infectious disease control practices	RFIM 113 & MGMT 301 1 Hour	RFIM 292 1 Hour
Section VII: Professional Interaction (6.3% of the exam) (6 Classroom Hours, 10 Field Experience Hours)		
7.1 Represent Department at External Meetings a. Present department goals and policies b. Identify methods of communicating with other departments c. Suggest cooperative ways to solve problems d. Participate in state/national professional meetings		RFIM 292 1 Hour
7.2 Communicate Client Information to Other Health Professionals a. Identify and document client and problems b. Conduct client referrals as necessary c. Utilize consultant guidance d. Honor client (patient/resident) rights and confidentiality	CAHS 222 6 Hours	RFIM 292 1 Hour

Managing Foodservice and Food Safety		
Required Content Area	Course Number(s)	Field Experience Hours
e. Distribute client information assuring confidentiality		
7.3 Participate in Client Care Conferences and Case Presentations a. Prepare for a client care conference b. Make a brief presentation on a case c. Identify problems and implement goals and approaches with appropriate follow-up		RFIM 292 6 Hours
7.4 Participate in Regulatory Agency Surveys a. Identify regulatory standards for the department b. Develop an appropriate plan of correction c. Demonstrate professional interaction with surveyors d. Use regulatory agencies as professional resources		RFIM 292 2 Hours
Section VIII: Manage Supplies, Equipment Use, Sanitation and Safety (24% of the exam) (24 Classroom Hours, 28 Field Experience Hours)		
8.1 Purchase, Receive, Store, and Distribute Food Supplies and Equipment Following Established Sanitation and Quality Standards a. Identify appropriate grades and inspections for food. b. Procure food and water from approved sources. c. Verify the quality and quantity of food supplies and equipment received d. Check supplier invoices against facility purchase order e. Recognize the hazards associated with types of food packaging f. Recognize the signs of contamination upon receipt and in storage i. Process rejections for unacceptable products j. Label, date, and monitor food to ensure rotation (FIFO) k. Prevent environmental contamination of food l. Establish and maintain security procedures	RFIM 211 & RFIM 113 6 Hours	RFIM 292 10 Hours
8.2 Protect Food in All Phases of Preparation, Holding, Service, Cooking, and Transportation Using HACCP Guidelines a. Identify potentially hazardous foods and foodborne pathogens and their control b. Recognize the causes, symptoms, and types of foodborne illnesses including biological, chemical and physical types c. Monitor time and temperature to limit growth of or destroy microorganisms d. Enforce employees' compliance with safe food preparation practices e. Prevent cross-contamination of food f. Identify appropriate techniques for temperature retention. g. Ensure the safe cooling of food h. Establish critical limits i. Establish the corrective action to be taken when critical limits are exceeded j. Establish procedures to identify and monitor critical control points (CCP) k. Establish effective record-keeping systems that document HACCP l. Anticipate emergency preparedness procedures necessary to assure a	RFIM 113 & RFIM 127 7 Hours	RFIM 292 11 Hours

Managing Foodservice and Food Safety

Required Content Area	Course Numbers(s)	Field Experience Hours
safe food supply m. Develop a crisis management plan to address an outbreak of foodborne illness		
8.3 Manage Physical Facilities to Ensure Compliance with Safety and Sanitation Regulations a. Identify federal safety laws/regulations for facility b. Identify appropriate environmental controls for water supply, waste disposal, and ventilation c. Follow an integrated pest management (IPM) system d. Prepare a safety inspection checklist e. Write an inspection report on hazards control f. Assure cleaning and sanitation of equipment and utensils	RFIM 113 4 hours	RFIM 292 1 Hour
8.4 Conduct Routine Maintenance Inspection of Equipment a. Identify equipment maintenance requirements from manufacturer's manuals b. Correct equipment malfunctions and potential problems c. Monitor preventive maintenance schedule and contracts	RFIM 113 & RFIM 214 2 Hours	RFIM 292 2 Hours
8.5 Instruct Employees in Equipment Use and Maintenance for Sanitation a. Identify training resources and needs b. Develop and implement training programs c. Evaluate equipment in terms of maintenance needs and costs d. Inspect all areas of department for sanitary conditions e. Interpret and use MSDS f. Write cleaning procedures for utensils, equipment, and work areas	RFIM 113 & RFIM 214 3 Hours	RFIM 292 3 Hours
8.6 Organize Work Flow and Use of Equipment a. Analyze tasks to determine overlapping effort or equipment use b. Plan proper placement and use of equipment c. Simplify work procedures and steps d. Monitor work flow; identify and correct problems e. Assure adequate hand-washing sinks, lavatory facilities, and supplies	RFIM 214 2 Hours	RFIM 292 1 Hour
Section IX: Manage Production (10.5% of the exam) (10 Classroom Hours, 12 Field Experience Hours)		
9.1 Prepare Standardized Recipes for Food Production a. Identify food elements of a standardized recipe b. Calculate menus, recipes, diet census, tally sheets, and cafeteria needs to develop requisitions c. Compute proper portions using appropriate food charts/references d. Identify ways of calculating cost and nutrition content of standard recipe e. Develop proper cooking procedures, including HACCP guidelines f. Standardize recipes g. Evaluate client acceptance of new recipes	RFIM 127, RFIM 160, & CAHS 122 8 Hours	RFIM 292 6 Hours
9.2 Specify Standards and Procedures for Preparing Food a. Develop food quality control standards, eg, appearance temperature, acceptance b. Prepare procedures and forms to monitor food production c. Develop procedures for monitoring food waste control	RFIM 127 2 Hours	RFIM 292 3 Hours

Managing Foodservice and Food Safety

Required Content Area	Course Number(s)	Field Experience Hours
9.3 Supervise the Production and Distribution of Food a. Check quality/quantity of food served b. Check adherence to delivery schedules and procedures c. Keep records for monitoring and accountability		RFIM 292 3 Hours
Section X: Manage Business Operations (8.4% of the exam) (14 Classroom Hours, 17 Field Experience Hours)		
10.1 Prepare Purchase Specifications and Supervise the Purchase of Food and Supplies a. Identify purchasing policies and procedures of department b. Complete purchase order/requisition forms c. Evaluate facility needs, budget restrictions, and products available d. Gather and evaluate product information e. Be familiar with computer applications	RFIM 211 2 Hours	RFIM 292 2 hours
10.2 Manage Revenue Generating Services a. Supervise Cash Activities and Reports b. Calculate Cost and Set Prices for Catered Events c. Plan foodservice and menus for catered events d. Estimate price-per-unit serving for catered events e. Use cost-control techniques to balance revenue budget f. Research new revenue generating opportunities g. Prepare business plan and justification for new revenue generating programs h. Promote existing and new revenue generating programs	RFIM 115 & RFIM 214 2 Hours	
10.3 Write Detailed Specifications for Capital Purchase a. Review equipment usage b. Select equipment using appropriate criteria c. Evaluate existing capital equipment condition d. Evaluate replacement of equipment e. Write budget justification for new capital equipment f. Write detailed requisitions and specifications for new equipment	RFIM 115 & RFIM 211 2 hours	
10.4 Supervise the Purchase of Food and Supplies a. Check inventory and identify purchase needs b. Write purchase orders c. Check supplies received against purchase order delivery slips d. Maintain inventory records e. Recognize inventory management practices (FIFO, par stock, physical, perpetual) f. Examine vendor product/selection	RFIM 211 2 Hours	RFIM 292 15 Hours
10.5 Monitor/Review Cost of Menus Against Budget and Guidelines a. Compute cost of menus and catered meals b. Conduct a product price-comparison study c. Prepare a budget d. Calculate daily cost per client	RFIM 115 & RFIM 211 2 Hours	

Managing Foodservice and Food Safety

Required Content Area	Course Number(s)	Field Experience Hours
10.6 Implement Cost-Effective Procedures a. Review bids or purchasing programs b. Recommend cost-saving purchasing practices c. Recommend cost-saving department practices d. Review actual costs with budget estimates to identify problem areas	RFIM 211 2 hours	
10.7 Administer Salary and Wage Adjustment for Employees a. Identify laws, regulations, and agreements regarding employee compensation b. Use guidelines for salary scales and merit raises c. Prepare an estimate of personnel costs for a foodservice department d. Provide insurance, tax, and other forms for personnel	RFIM 115 & HCSA 336 2 Hours	

TOTAL HOURS for Nutrition Concepts and Medical Nutrition Therapy & Managing Foodservice and Food Safety	<p align="center"><i>123 Classroom Hours</i> <i>152 Field Experience Hours</i></p>
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Requirement III: Academic and Learning Outcomes

3.2 Online Course Readiness (Online Programs Only)

Online programs conform to established standards for online learning.



Face-to-face programs do not complete this Form.



Complete Form 3.2.

- Include the following information for all online programs:
 - Username and password to review the program.
 - Copy of the informational packet sent to students upon admission to the program.
 - Copy of the workbook and/or study guide (if utilized) in a printed or electronic format.
- Description of how interactivity is evaluated in the program and a list of communication tools used, such as:
 - E-mail – indicate when the student can expect to receive a response from the instructor
 - Discussion board or threaded discussion – list how often this is moderated by the instructor
 - Chat room – with office hours when instructor is present
 - Blog for student discussion – list how this is monitored by the instructor

Requirement III: Academic and Learning Outcomes

FORM 3.2 - Online Course Readiness*

Course Review Information (for ANFP reviewers and staff to review the program)	
URL to access course	Not Applicable
Username	
Password	
REQUIRED to be included	<ul style="list-style-type: none"> ◇ Copy of information packet sent to students upon admission to the program ◇ Copy of workbook and/or study guide (if utilized) in a printed or electronic format

CHECKLIST BACKGROUND (see following pages for Course Readiness Checklist)

It's opening day of the term. Students are excited and a little bit nervous to begin their online course. Upon successfully logging on the first time, they search eagerly for a welcome announcement, but nothing is there. Clicking on the Syllabus link, they find last term's syllabus. Reading the material for the first learning module, several of the Web links yield a 'Page Not Found' message. The first chapter quiz says "not available." What's a student to do? Could these snafus have been avoided? The answer is, "Most definitely!" One of the tried and true techniques is to have online instructors follow an online course readiness checklist that guides them and reminds them along the way.

The major components of the Course Readiness Checklist are in these categories:

- ◆ Instructional Design – the organization and architecture of the course
- ◆ Navigation – how students access the course content and tools
- ◆ Pedagogical Effectiveness – the instructional techniques
- ◆ Accessibility and Usability – course meets ADA (Americans with Disabilities Act) compliance and universal access standards
- ◆ Copyright Compliance – adherence to the college copyright compliance policy
- ◆ Technology – use of technology tools and multimedia elements, hyperlinks
- ◆ Schedule – updated time-sensitive items, schedules, calendars, announcements

For all items within these categories, check "yes" or "no" to indicate the course readiness status. A space for explanation or comments is provided at the end of the section.

Explain any NO course readiness items.

*This Readiness Checklist was developed by Andrea Henne, EdD, Dean, Online and Distributed Learning, District Instructional Services, Planning & Technology, San Diego Community College, 3375 Camino del Rio South, Suite 335, San Diego, CA 92108-3883. 619.388.6750. <http://www.sdccdonline.net> and is used with permission.

STATUS		COMPONENT
Yes	No	
		Navigation
		1. Do the student know where to go and what to do?
		2. Can the students find their way easily back and forth throughout the course?
		3. Are learning materials and course resources available within 3 clicks?
		4. Do Web page links open in a second browser window?
		5. Is the navigational system consistent throughout the pages?
		6. Do all of the Web links work?
Comments about navigation:		
		Pedagogical Effectiveness
		1. Does the course create an online learning community?
		2. Does the course create a student-centered learning environment?
		3. Are the students engaged in doing, rather than just reading?
		4. Are materials presented in a variety of formats to meet the needs of visual/nonverbal, tactile/kinesthetic, and auditory/visual learners?
		5. Does the course include threaded discussions?
		6. Does the course include opportunities for learning by inquiry?
		7. Does the course include frequent instructor/student communication and interaction?
		8. Does the course include frequent student/student communication and interaction?
		9. Does the course include plans for providing prompt instructor feedback?
		10. Does the course promote critical thinking and problem-solving skills?
		11. Does the course encourage students to manage their time and avoid procrastination by setting clear timelines and goals?
		12. Does the course include virtual office hours?
Comments about pedagogical effectiveness:		

STATUS		COMPONENT
Yes	No	
		Accessibility and Usability
		1. Are text links available for navigation in addition to graphical links?
		2. Are all icons, buttons, and graphics tagged with text tags (ALT tags)?
		3. Are Web pages kept to a minimum of scrolling?
		4. Are file sizes kept to a minimum to enable faster access?
		5. Is the page load time kept to a minimum for students with slower Internet connections?
		6. If graphics are turned off by the student, is the content still understandable?
		7. Do the pages print well?
		8. Are the colors Web-safe and harmonious?
		9. Do the Web pages work well in different browsers and on different screen resolutions?
		10. Are the file formats standard types or do they require special software or plug-ins?
		11. If audio and/or video files are used, are they captioned or are transcripts available?
		12. Is the audio and video clear and audible?
		13. Do the PowerPoint slides have text versions available?
		14. Is the course accessible on both PC and MAC platforms?
Comments about accessibility and usability:		
		Copyright Compliance
		1. Does the use of educational materials and multimedia adhere to the institution's policy on Copyright Compliance?
		2. Does the use of educational materials and multimedia adhere to Fair Use Guidelines?
		3. Has the permission of the copyright holder been secured in writing?
Comments about copyright compliance:		

STATUS		COMPONENT
Yes	No	
		Technology
		1. Is the structural integrity of the course sound – the content is intact and is not “broken” in some way?
		2. Do all e-Pack or Course Cartridge components work correctly?
		3. Is the use of ALL CAPS eliminated?
		4. Are all line art, charts, graphs, cartoon art, etc., posted as GIFs?
		5. Are photographic images greater than 200x200 pixels posted as JPGs?
		6. If animated GIFs are used, do they have a specific educational purpose or meaning that can only be demonstrated through animation?
		7. Is the animation designed to stop moving or playing after 3 to 6 seconds or does it have controls that allow the student to stop, pause, or replay?
		8. If streaming audio or video files are used, are they hosted on a streaming media server designed for the purpose?
Comments about technology:		
		Schedule
		1. If using an automated course system, is the opening date of the course for student access set correctly?
		2. Is a welcome announcement posted?
		3. Are all calendar dates set for the current semester?
		4. Are due dates set for the current semester?
		5. Are time-sensitive course modules and exams set to open and close?
		6. Confirm that all assignments and due dates are clear and consistent.
		7. Check all links to ensure that they are valid and working.
Comments about schedule:		

Additional Questions

How is interactivity evaluated in the program?

List the communication tools used (such as e-mail, discussion board, threaded discussion, or blog; and/or chat room with office hours when instructor is present). If a discussion board or blog is used, list how often it is moderated by the instructor.

Additional feedback or comments:

Requirement III: Academic and Learning Outcomes

3.3 Learning Community

There is a process in place to determine how successful the College is in connecting learners with other individuals.

In addition to quality curriculum and instructional design, students learn best when they feel a connection to the college, their instructors, and their peers. Mr. Tom Brown, a noted specialist in student retention, has said, "Students don't have interactions with institutions, they have encounters and interactions with individuals." Vincent Tinto, a Professor of Education at Syracuse University, said, "Institutions which consciously reach out to establish personal bonds among students, faculty, and staff, and which emphasize frequent and rewarding contacts outside the classroom are those which most successfully retain students. Such interaction is the single strongest predictor of student persistence.

Provide information on the advising, mentoring, remediation, learner support groups or other activities used by the College to connect learners to learning communities. Provide a description of how the faculty uses these activities on Form 3.3 A or complete the alternative Form 3.3 B.



Complete Form 3.3 A or alternative Form 3.3 B.



Complete Form 3.3 A or alternative Form 3.3 B.

Requirement III: Academics and Learning Outcomes

FORM 3.3 A - Learning Community

Provide a description of the processes on your campus that connect learners to a learning community. These processes include advising, mentoring, remediation, learner advocate teams, study groups.

The Dietary Food Service Management Program students are part of the larger Hospitality Programs which is located in the Sports, Entertainment and Hospitality Management Department in the College of Business which allows them to interact with hundreds of students that are interested in the many varied aspects of the food service industry. Students in this program are also encouraged to join one or more of five student organizations that already exist in Hospitality Programs as well as to get involved in other Ferris student organizations. In addition students are expected to join the Association of Nutrition and Food Service Professionals (ANFP) which is the national organization for Dietary & Food Service Managers.

Each student in the DFSM program is assigned a faculty advisor that works on a one on one basis with them in planning their coursework, internship and job placement. In addition students are expected to access the services of the Career placement Center for resume assistance, interview skills and job placement help.

DFSM students also take part in the RFIM 101 Orientation to College course during their first semester at FSU where they meet other Hospitality students and have the opportunity to make new friends or professional connections. DFSM students also learn about the Ferris campus, campus life, and the Hospitality Industry.

DFSM students have access to all campus services for help with social, emotional, and academic needs.

Requirement III: Academics and Learning Outcomes

Alternative FORM 3.3 B - Learning Community

Mr. Tom Brown, a noted specialist in student retention, has said, "Students don't have interactions with institutions, they have encounters and interactions with individuals."

He asks the following: "How would your students complete the following sentences?"

- ◆ The following describes your experiences getting to your classes...
- ◆ The last time you went into an office to ask a simple question...
- ◆ When you need to get help from support staff...
- ◆ Your experiences with (insert college name) registration policies and procedures are...
- ◆ As you think about extracurricular activities at (insert college name), you feel...
- ◆ This statement best describes your relationship with classmates...
- ◆ Looking back on your social life during the first term...

Select four or five Certified Dietary Manager Training students and ask them to complete the sentences above. Then, based on their responses, write a paragraph that describes how your College establishes personal bonds with the students.

Not Applicable

Requirement III: Academic and Learning Outcomes

3.4 Faculty and Advisory Commitment

The commitment from program faculty and advisory committee are sufficient to support learner achievement of the program goals and outcomes.

Complete Form 3.4

- Full-time and part-time faculty is sufficient in numbers and in training for learners to achieve program goals and outcomes and meet the accreditation requirements of the college.
- The advisory committee consists of a minimum of a Registered Dietitian, Certified Dietary Manager, healthcare administrator, and program faculty. The advisory committee meets two times each year.
- The Student Field Experience is a minimum of 150 hours. The Registered Dietitian preceptor is responsible for the entire 150 hours of field experience and directly supervises 25 of the 50 nutrition-related hours. Each field experience student is precepted by a qualified preceptor with no less than one year of post-registration/certification, full-time equivalent employment in a practitioner role.

Complete Form 3.4

- Full-time and part-time faculty is sufficient in numbers and in training for learners to achieve program goals and outcomes and meet the accreditation requirements of the college.
- The advisory committee consists of a minimum of a Registered Dietitian, Certified Dietary Manager, healthcare administrator, and program faculty. The advisory committee meets two times each year.
- The Student Field Experience is a minimum of 150 hours. The Registered Dietitian preceptor is responsible for the entire 150 hours of field experience and directly supervises 25 of the 50 nutrition-related hours. Each field experience student is taught by a qualified preceptor with no less than one year of post-registration/certification, full-time equivalent employment in a practitioner role.

Requirement III: Academic and Learning Outcomes

FORM 3.4 - Faculty and Advisory Commitment to Learning

Describe how the full-time and part-time faculty is sufficient to achieve the program goals and outcomes.

Hospitality Programs employs two tenured faculty members each with over 23 years and one tenure track faculty member with over 10 years of experience. The program also employs part-time, temporary, and adjunct faculty members. All of these terms can be misleading. Part-time faculty members are often employed full-time (12 credit hours of teaching load), temporary faculty may have been employed for a number of years, and adjunct may teach a single class or multiple classes on an on-going basis. All of the faculty have years of industry experience in the subjects they teach. Only tenured and tenure track faculty are assigned academic advising responsibility. Courses are offered on a schedule allowing students to graduate with their AAS in Dietary & Food Service Management within two years.

Describe how outside resource people are used for program enrichment to achieve the program goals and outcomes.

Hospitality Programs prides itself on the close contact and the strong industry support it enjoys. The purchasing class participates in can cuttings, food shows, taste tests, helping to receive and store products, etc. The layout and design class reads blueprints, creates business plans, attends trade shows, listens to speakers on financing, etc. The sanitation and safety class has speakers on disaster preparedness, does cooling competitions, grows molds and bacteria from swab tests, tours food manufacturing facilities, conducts trial health inspections, etc. The cooking and baking class does a practical final exam from a basket of mystery ingredients. These are just a few examples of the types of things students do in class. Students are also required to participate in two fundraisers each year – Food & Wine Festival and Hospitality Programs annual Gala dinner. The executive committee which plans the Gala undergoes a rigorous and competitive selection process. The other students work in positions such as valet parker, greeter, servers, decorations, etc. as well as kitchen staff who work alongside guest chefs to prepare the meal.

Describe how the advisory committee is sufficient in membership and meeting times to achieve the program goals and outcomes. Attach a copy of the last meeting minutes.

See Attached

Describe how preceptors are sufficient to achieve the field experience goals and outcomes. Include how the College meets the required minimum hours and directly supervised preceptor hours.

The coordinator of the DFSM program has identified the needed field locations and qualified preceptors to provide the students the required 150 hours of field experience. These field locations have the required personnel which includes a DTM or CDM and a RD which will oversee the students field experience. As part of the required 150 hours, 50 hours must be in the nutrition area with 25 hours working directly with the RD.

These institutions and organizations have agreed to take on DFSM students and have qualified preceptors necessary to oversee the students' field experience. Each preceptor is provided a check list of all of the competencies that are required of the DFSM student and must certify that the student has mastered each of the competencies.

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**Hospitality Advisory Board Meeting
10/6/2011 Tullymore**

Welcome

Julie Doyle, Program Coordinator

Introductions

New Board Members:

Tony Laughlin – Holiday Inn Big Rapids Hotel & Conference Center
Alan Hordyk – Denrovin Conference Center/ Whirlpool
Luke VanDop – Kent Career Technical Center
George Dennis – Kent Career Technical Center
Aaron Walz – FSU Professional Golf Management
Terry Schieber – Resorts of Tullymore & St. Ives
Ken Wasco – Gordon Food Service
Mike Walters – Potbelly Sandwich Shops

Returning Board Members:

Derek Rettell	Dianna Stampfler	<u>Kathy Talis</u>	Michael Toney
David French	Lori Helmer	Scott Horgan	Derek Jacques
Brad Jones	Brad Keen	Jim LaBadie	Justin Mortier
Derek Jacques	Greg Parsons	Brad Jones	Bill Quiseng
George Aquino	Shawn Church	Russ Aubil	Denny Banks
Michael Doumanian	Susan Baynard	Larry Eichenberg	Bob Ekman
Jon Cheshire	Mark Fischer		

Ferris Board Members:

<u>Dr. Lianne Briggs</u>	Dr. Daniel Burcham	<u>Amy Dorey</u>	<u>Julie Doyle</u>
Van Edgerton	Lori Helmer	Walt Luecke	Dr. David Nicol
Aaron Walz	Lynnae Selberg	<u>Kathryn Wolfer</u>	<u>Allen Anderson</u>
Rodney Baldus	<u>Karyn Bledsoe</u>	Jack Salem	Gene Paez
<u>Susan O'Neill-Cook</u>			

(Of Industry Members 16 out of 33, or 50%, attended)

Dan Burcham: State of the University

- " It is the best of times. It is the worst of times. "- Author unknown
- Must change the way we program / educate to adjust to the changes in trends.
- Students need articulation and problem solving skills.
- Doing a better job of tracking minority students. Trend = increase in Hispanic students along with other minority groups.
- Cuts by State & less support from Federal Government. Reduction in Pell Grants will affect everyone, not just middle class.
- University is seeing some stimulus money from programs such as michworks.
- Expecting next year's on campus #'s to climb up; getting past the hump.
- Severe migration of students out of state because that is where they are finding jobs.
- The Hospitality Program recruits well and has a terrific network of program alumni.

Dean Nicol: State of the College

- Student's credit hours directly affect revenue.
- Revenue is directly affected by enrollment at community colleges.
- College of Business is balancing budget by 5% tuition increase, 25% fewer faculty.
- 15% decrease in state funding.
- At same time, 25% more students in the classroom. Class size is not a disservice to students yet, but close. Average class size is 26-27 students.
- Our competitive advantage is face to face interaction. Faculty to student ratio.
- Increasingly critical to increase sources of revenue in new and different ways.
- Events/ fundraising opportunities generate money to use for students to enhance the student experience. Funds that are not available in the general fund.
- University must be ready to face many challenges.
- Community colleges are trying to get approval to have bachelor degree programs.
- We need to continue to have and further create a distinctive presence and value.
 - Measured by designations such as a " School of Excellence."
 - Measured by our students that proceed through programs and what great things they go on to do.
- Incoming supporters and students want to be affiliated with a winner.

Julie Doyle: State of the Program

- Hospitality has the model advisory board in the COB.
- Program is changing.
- This advisory board has representatives from all areas of the industry.
- This advisory board needs more participation as there a lot of members who are not here.
- Welcome to our new many members.
- Student enrollment in 4 year programs is 149. With Resort Management remaining the most popular with 79. Followed by Hotel & Restaurant Management : 41, Restaurant & Food Industry Management : 18, Hotel Management : 7, and Dietary Food Service Management : 4 (-25 students from 2010)
- Graduated a large class in 2010.
- Students pursuing Minors total 124 of which 93 are Majors and 41 are Non-Majors. (-22 from 2010)
- In 2011 graduating 31 Bachelor Degrees, 20 Associate Degrees, and 10 Certificates.
- Hospitality programs Minority Enrollment is 15%. Ferris is 14%.
- 2011 FTIAC Enrollment is 12. 2010 was 11. FTIAC ACT average composite score of 20.75 is slightly lower than the University's average of 3.2
- Student rank breakdown indicates that we must do some recruiting! 53 seniors, 49 juniors, 31 sophomores, 16 freshmen. Major impact on enrollment by Internal and External Transfers. Gaining several students from community colleges.
- 128 students worked in the Internship Program in 2010/2011 at exciting places in Michigan and all over the US.
- Our program maintains memberships and standards in the industry including ServSafe and ProStart(Educational Support Foundation) and maintains a seat on the Board of Directors for the Michigan Restaurant Association.

- Thanks to the generosity of our Alumni and Industry supporters, over \$7839 in scholarships have been awarded. We have seen a decline in endowment and scholarship values this year.
- Program Development has involved fostering a unique relationship with Kent ISD which includes; Dual Enrollment, Direct Credit Courses, and an Articulation agreement.
- We currently have Articulation agreements with 4 community colleges and 24 Career Tech Centers & High Schools.
- 4 Direct Credit agreements are in place.
- We look forward to an International Partnership Agreement with Ansal Institute of Technology in India.
- Student practical learning events include the Hospitality Career Fair, International Wine & Food Festival, GALA, and numerous field trip and wage earning opportunities. – Amy Dorey
- Our program provides 5 professional organization affiliations for students including NACE, NSMH, ESD, CMAA, & PCMA.
- Thank you for your continued support of our Hospitality Programs at Ferris State University. We hope you will plan to attend our GALA event on March 23, 2012 at the Holiday Inn Big Rapids!

GALA 2010 “ The Road to 20 ”– Amy Dorey

- Special Thanks to George Aquino for his insight and assistance in making it successful.
- P&L Statements available for review from the event.
- Incredible learning opportunity for our students and faculty.
- Designated all proceeds to go directly to the endowment. First year of endowment (\$25,000 minimum was required and met.) First scholarship will be awarded next year.

Hospitality Alumni Representatives – Joe Madison/ Ben Powell

- Purpose is to bridge gap between students and alumni. Hope to capture students as freshmen.
- Creates an avenue for networking and sharing information
- Planning activities to generate funding and further develop the ability for outreach: Pre-GALA Reception, Tailgating, Alumni Reception
-
- The degree was built to prepare students to take the DMA exam. Kathy Talis has been very influential in helping guide us in this degree.
- A lot of student numbers come from internal transfers.
- FSU Hospitality is actively recruiting.

Terry Doyle – Learner Centered Teaching

- Presentation by Terry Doyle on how to achieve long-term learning results.
- How to apply information into situations to produce outcomes
 - Practicing / Retaining – “ The one who does the work, does the learning”
 - Developing a skill set applicable to real world employment situations – Interactive Learning
 - Preparation of students for lifelong learning. (National Poll: 10-14 different jobs by age 38)
- None of the top 10 jobs in the US in 2010 existed prior to 2004.
- “ Responsibility of educators is to prepare our students to be lifelong learners.”

Open Discussion – Committee Recommendations on Curriculum

HOTM/George:

- Students need to learn how to sell; increase revenue streams
- How to qualify a prospect
- How to negotiate with planners
- Be better prepared for real life scenarios
- Have a purpose for tradeshow workings
- Surveys / produce real world #'s for students to understand
- Commitments to Internships. Work part-time during school
- Kudos to Ferris students for appearance and preparedness.
- Financial management – don't know how to review financial statements; P&L Statements (analyze and understand), current computer programming
- Human Resources and Communication
- Teach students how to manage
- Knowledgeable about Microsoft Office – especially Outlook
- Salary expectations
- Round tables in the classroom with professionals
- Hotel Law needs to be emphasized (relevance of specific topics)
- More emphasis on HR than on Law
- Face-to-face interaction vs. social media... how it affects business
- Front office procedures
- More focus on outcomes
- PRIMARY FOCUS
 - Financial management
 - Selling
 - HR Issues
 - Global understanding of all departments

REMG/Justin:

- Preparation in professionalism... hire the personality, not just the paper (Education and intangible personal qualities)
- Build character: put the student in a failure situation
- Spas
- Managing turnover, need better knowledge of HR practices
- Real estate side of resort business
- Using your budgets
- Guest recovery / Reputation management
- Focusing the curriculum on full hospitality standards... essentially, creating a College of SEHM
- 3-day simulation that results in good/bad decisions
- Incremental revenue (understanding rate adjustments / waging expenses)

SRMG/Larry:

- Ski management – knowledge of the sector
- Research your SWOT
- Practical application of good planning and organizational skills
- Problem solving
- Why the Ski Mgmt Certificate?
 - Competition: Ironwood school... Marquette has a 4 year program
 - Should it grow into a 2 year program
 - Problem solving skills
 - Weather – how do you manage rain days... warm days... inclement weather
 - Cafeteria dining vs. a la carte service dining
 - The UP Schools are more maintenance oriented (snow making, chairlifts, etc.)
 - Conclusion: the certificate may be good for Resort management or PTM grads to have to be competitive year-round, but may not be as of much value to obtain the job

RFIM/Derrick:

- First time to actually make a difference is now
- Areas of opportunity:
 - HR is an area of concern – interpersonal communication/ Social media
 - Disconnect from the General Ed courses to Hospitality: most of the courses are focused on manufacturing or a similar medium, rather than the unique aspect of Hospitality
 - Require to take Spanish in college... growing Hispanic population
 - Quality of curriculum:
 - A two-year degree is not focused on creating an entry level manager like it should
 - Incorporate a larger scope of the industry into these classes
 - What we need in the industry is lacking in the curriculum
 - Facility management, people, product, and finance
 - Finance is HUGE: how to retain the knowledge of calculating food costs and labor costs
 - Recommendations:
 - More surveying – as soon as they graduate, and every two years
 - Fundamentals of the industry... don't integrate the GenEds... is this possible?

CLBM/Aaron:

- Made the distinction of how the classes work... rates 1, 2, or 3
 - Review each of the classes (focused on 2 distinctive groups of students; hospitality students and other program students)
 - New class opportunities
 - Country Club Math
 - Finance
 - Budgeting
 - Forecasting Methods
 - Customer Service
 - Member (customer relations)
 - What do your members & customers really want
 - How to meet the changing needs and demands of members
 - Most important:
 - Restaurant Food Industry Internship
 - Club Operations Management & Governance

- Food & Beverage Operations in Clubs
- Beverage Management
- Dining Room Service Management
- Convention and Meeting Sales
- Recommended New Classes
 - Internship
 - The Art of Customer Service
 - Country Club Math
 - Club Operations Management & Governance
 - Food & Beverage Operations in Clubs – Beverage Management – Dining Room Service Management
 - Convention & Sales Meeting Sales

DFSM(Dietary Food Service Management)/Kathy (Spectrum)

Emerging issues in the industry

Control cost, increase efficiency

- Reduced reimbursement for medical procedures through government funding (Medicare) and private insurance carriers
- Healthcare organizations also are employers – rising cost of providing healthcare benefits to employees
- Highly discriminating consumers – internet is at your fingertips
- Patient satisfaction now drives reimbursement – Accountable Care Organization (ACO) / Value Based Purchasing
- Staff satisfaction
- Greater focus on healthcare foodservice on revenue generation to compensate for cuts in federal reimbursement
- Sustainability – local, farmers market, composting, recycling, organic, Meatless Mondays
- Increased incidents of allergies reported whether real or perceived
- Continue to market healthier choices through advertising and marketing
- Retail to create fresh cook-to-order stations
- Eliminate high fat foods in retail areas but increase retail profit margins
- Surveys indicate 50% of customers state they want healthy food options and only 25% of them consider this when dining out
- Quality of Curriculum
 - Orientation to the Hospitality Industry as pertains to healthcare
 - Values listed such as required attendance, etc.
 - Actual hospitality items
 - Sanitation & Safety // ServSafe/ MIPHD Codes Reviewed
 - Food Costs & Labor Costs
 - Are students exposed to automated IT systems?
 - Use full time equivalents (FTE) to calculate labor needs?
 - Productive vs non-productive labor
 - Principles of Cooking & Baking
 - Large volume, production systems, portion control
 - Production sheets, recipes –ability to adjust, calculate, expand, convert

Curriculum Review Committee Dietary Food Service Management October 7, 2011

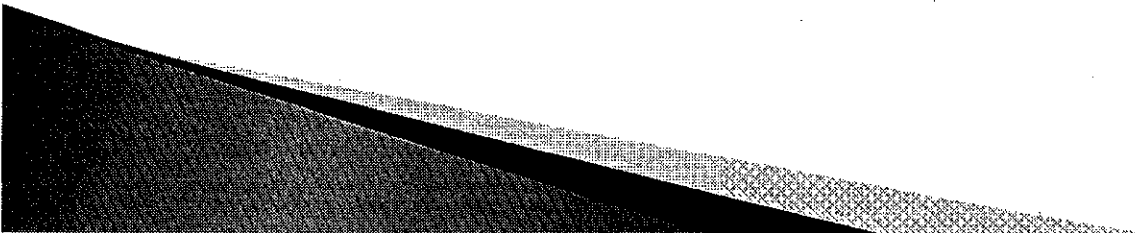
Committee Members

Michael Doumanian, General Manager, Aramark Healthcare

Lori Helmer, Director, Dining Services, Ferris State University

Kathy Talis, RD, MBA, Director, Nutrition Services, Spectrum Health Hospitals

Emerging Issues in the Industry

- ▶ Control costs, increase efficiency.
 - ▶ Reduced reimbursement for medical procedures through government funding (Medicare) and private insurance carriers.
 - ▶ Healthcare organizations also are employers. Rising cost of providing healthcare benefits to employees.
 - ▶ Highly discriminating consumers – internet is at your fingertips.
 - ▶ Patient satisfaction now drives reimbursement. Accountable Care Organization (ACO)/Value Based Purchasing (VBP) accountable for care, outcomes, quality, cost.
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- ▶ Staff satisfaction.
- ▶ Greater focus on healthcare food service on revenue generation to compensate for cuts in federal reimbursement.
- ▶ Sustainability – local, farmers market, composting, recycling, organic, Meatless Mondays.
- ▶ Increased incidents of allergies reported whether real or perceived.
- ▶ Continue to market healthier choices through advertising and marketing.

SPECTRUM HEALTH

SmartChoices
for a healthy lifestyle

- ▶ Retail to create fresh cook-to-order stations.
- ▶ Eliminate high fat foods in retail areas but increase retail profit margins.
- ▶ Surveys indicate 50% of customers state they want healthy food options and only ¼ of them consider this when dining out.
- ▶ Be survey ready – HCAPs (federal), CMS (Medicare, Medicaid), Joint Commission, Public Health Department.
- ▶ American Disabilities Act/FMLA
- ▶ Improve retail signage
 - nutritional information
 - allergy information

Quality of Curriculum

RFIM 101 Orientation to the Hospitality Industry

Recommendations:

- ▶ Values listed such as required attendance, class participation, academic honesty, etc., are excellent.
- ▶ Question when careers in the hospitality industry are discussed, does this course include healthcare, golf management and university/public school system food service?

RFIM 113 Sanitation & Safety

- ▶ Serv Save course is excellent
- ▶ Questions
 - Are unit audits/inspections or walk-throughs conducted. Possibly including team report-outs?
 - Are the students exposed to a public health department inspector/report?
 - Are Michigan PHD codes reviewed?
 - Are local or county PHD codes reviewed?
 - Are healthcare regulations reviewed, HCAAPs, CMS, Joint Commission?

RFIM 115 Food & Labor Cost Control System

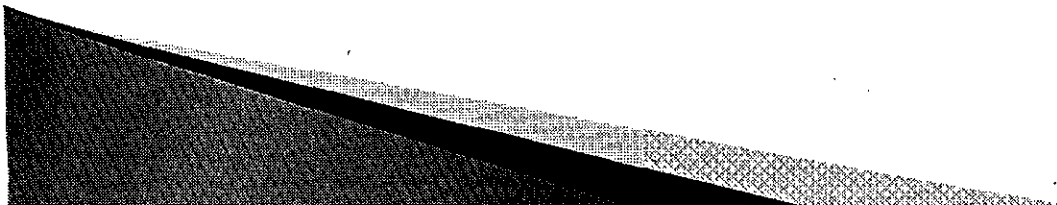
- ▶ Are students exposed to automated or computerized IT systems for purchasing and food production?
- ▶ The Healthcare industry uses the full time equivalents (FTE) to calculate labor needs. Is this system of labor calculations discussed and mathematically calculated?
- ▶ Are productive vs. nonproductive labor hours reviewed?
- ▶ Does a partnership exist with a hospitality industry corporation that would expose students to various hospitality or healthcare software systems?
- ▶ Are recipes and portion control measures discussed which affects the overall food cost of a facility?

RFIM 127 Principles of Cooking & Baking

- ▶ Are students exposed to large volume cooking and various forms of production systems, i.e., cook/chill, retherm, cold plating, etc.?
- ▶ Do students fill out production sheets, calculate, expand and convert recipes?

RFIM 214 Food Service Equipment, Layout & Design

- ▶ Are students exposed to permits or public health department reviews of building plans?
- ▶ Are students exposed to bid processes?
- ▶ One assignment could be to replace just one piece of equipment, i.e., a refrigerator, dish machine, oven, etc., vs. a complete layout and design project.



Instruction

Technology

- ▶ Any opportunity a student has to be exposed to different forms of business technology is good through classroom instruction, site visits or internship.
- ▶ Professional development for faculty and students – site visits.

Instructional Environment Perceptions

- ▶ Good balance between classroom and lab instruction and learning opportunities within the industry.

Conclusions



REQUIREMENT IV

PROGRAM MEASURES/IMPROVEMENT

This section asks for evidence that defines or demonstrates learner success. Evidence is quantitative data such as graduation rate, employer satisfaction, or job placement rate. It can also be qualitative data such as performance on summative tests, capstone projects, field experience, portfolios, or graduate follow-up data. How do you know your learners are successful?

4.1 Learner Assessment

The college has a plan, process, or system to assess learning. There are two courses associated with this program and a total of 46 competencies. There should be a plan to assure that all competencies are assessed with a variety of assessment methods.

Provide samples of assessment techniques used. Examples of acceptable techniques are:

- ◆ Written self-evaluation by learner
- ◆ Peer evaluation
- ◆ Personal conferences
- ◆ Portfolios
- ◆ Projects, case studies, reports
- ◆ Demonstration of skill
- ◆ Examinations (this should not be the primary assessment method)



Complete Form 4.1



Complete Form 4.1 (Online section)

Requirement IV: Program Measures/Improvement

FORM 4.1 - Learner Assessment

Programs using the ANFP pre-approved curriculum
should still complete the column for Field Experience Assessment Methods

Course Competency	Assessment Methods Classroom	Assessment Methods Field Experience	Assessment Methods Online
<i>Nutrition Concepts and Medical Nutrition Therapy</i>			
1. Document Food Preferences and Customs	Exam	Assignment	
2. Identify Nutrition Concepts	Exam	Observation	
3. Use Basic Nutrition Principles	Exam		
4. Describe the Process of Digestion	Exam		
5. Determine Basic Concepts of Medical Nutrition Therapy	Exam		
6. Explore Complementary and Alternative Therapies	Exam	Observation	
7. Document Nutritional Data	Exam & Project	Assignment	
8. Interview Clients for Nutrition Related Information	Exam & Project	Observation	
9. Conduct Routine Nutrition Screening	Exam & Demonstration	Assignment	
10. Utilize Nutrient Intake, such as Calories and Sodium	Exam & Project	Assignment	
11. Identify Nutrition Problems and Resident Rights	Exam	Observation	

Course Competency	Assessment Methods	Assessment Methods	Assessment Methods
	Classroom	Field Experience	Online
12. Implement Diet Plans or Menus Using Appropriate Modifications	Exam & Project	Observation	
13. Implement Physician's Dietary Orders	Exam	Observation	
14. Apply Standard Nutrition Care Procedures	Exam	Observation	
15. Review Effectiveness of Nutrition Care Plan	Exam	Observation	
16. Help Clients Choose Foods from Selective Menus	Presentation	Demonstration	
17. Conduct Nutrition Education	Presentation	Observation	
18. Participate in Regulatory Agency Surveys	Exam	Observation	
<i>Managing Foodservice and Food Safety</i>			
1. Check Meal Service for Food Quality, Portion Size and Diet Accuracy	Exam	Demonstration	
2. Manage the Preparation and Service of special Nourishments and Supplemental Feedings		Demonstration & Application	
3. Implement Continuous Quality Improvement Procedures for Foodservice Department	Exam	Demonstration	
4. Evaluate Food Acceptance Survey	Project	Demonstration	
5. Use Appropriate Resources to Modify Standard Menus to Suit Client Needs	Exam & Project	Observation	

Course Competency	Assessment Methods Classroom	Assessment Methods Field Experience	Assessment Methods Online
6. Develop and Maintain Employee Time Schedules and Assignments	Project	Demonstration	
7. Define Personnel Needs and Job Functions	Project & Exam		
8. Interview and Select Employees	Project & Exam	Observation	
9. Manage Department Personnel	Exam	Observation	
10. Implement Required Changes in Foodservice Department	Project	Observation	
11. Prepare, Plan, and Conduct Department Meetings	Project	Observation	
12. Meet Department Goals by Presenting Work Procedures and Plans	Project	Observation	
13. Teach Employees		Observation	
14. Justify Improvement in the Department Design and Layout	Exam	Observation	
15. Represent Department at External Meetings		Observation	
16. Purchase, Receive, Store, and Distribute Food Following Sanitation/Quality Standards	Project, Exam, ServSafe Certification	Observation	
17. Protect Food in All Phases of Preparation, Holding, Service, Cooling, and Transportation Using HACCP Guidelines	Project, Exam, ServSafe Certification	Observation	

Course Competency	Assessment Methods Classroom	Assessment Methods Field Experience	Assessment Methods Online
18. Manage Physical Facilities to Ensure Compliance with Safety and Sanitation Regulations	ServSafe Certification Exam	Observation	
19. Conduct Routine Maintenance Inspection of Equipment	ServSafe Certification Exam & Project	Application & Observation	
20. Organize Work Flow and Use of Equipment	Project & Exam	Observation	
21. Prepare Standardized Recipes for Food Production	Demonstration & Project	Application	
22. Specify Standards and Procedures for Preparing Food	ServSafe Certification, Exams, Projects	Application	
23. Supervise the Production and Distribution of Food	Exam	Observation	
24. Prepare Purchase Specifications and Supervise the Purchase of Food and Supplies	Project	Application & Observation	
25. Manage Revenue Generating Services	Project & Exam	Observation	
26. Monitor/Review Cost of Menus Against Budget and Guidelines	Project & Exam	Observation	
27. Administer Salary and Wage Adjustment for Employees	Exam	Observation	
28. Implement Cost-Effective Procedures	Project Exam	Observation	

How do these assessments ensure that learners achieve the levels of performance that you expect and that your employers require for this program?

The competencies that the students in the DFSM program are required to meet were developed by the Association of Nutrition and Food Service Professionals (ANFP) and through the individual lesson plans for each course. ANFP standards of competency reflect the highest standards of the dietary and food service industry. No students will be allowed to graduate from the DFSM program without successfully reaching all of the competencies.

How does faculty ensure that the learners are assessed with sufficient frequency to provide both learner and faculty with timely indications of the progress toward achievement of the competencies?

All of the courses in the DFSM program are instructed by highly qualified faculty that are experienced in using well designed and valid assessment tools to measure the progress of each student. These assessment tools are a direct reflection of the competencies that have been established by the ANFP and the Ferris State University Hospitality programs. The Ferris State Hospitality programs engage in a learner centered approach to instruction which requires regular ongoing assessment as part of this research based teaching approach. It is likely that more assessment is done in these DFSM courses than traditional college courses. In addition, students meet with their academic advisor each semester to review their academic progress and to plan their course work. During these meetings students get feedback as to their quality of their progress and are recommended for academic, social or emotional assistance if it is deemed necessary.

Samples

Assignments, Group Projects, and Exams from the following courses:

CAHS 122 – Management of Patient Dietary Needs

Assignment 1 – Nutritional Assessment

Assignment 2 – Classroom Activity

Assignment 3 – Nutrition Screening and Assessment

Exam – Course Content

RFIM 113 – Safety & Sanitation

ServSafe Exam Administration Handbook – www.ServSafe.com

Group Project – Group Presentation

Quiz – Course Content

Course completion requires a passing score on ServSafe food handler certification exam

Name _____ Due Date _____

NUTRITIONAL ASSESSMENT ASSIGNMENT
150 points

INSTRUCTIONS: Follow these instructions carefully when completing this assignment. Use **pencil only**. You will be required to hand in, stapled in upper left corner, dietary intake recording form, Meal Summary, Food Groups and Calorie Report and Nutrients Report. Date the printouts, ex. Day 1, Day 2, Day 3 This must all be attached in the correct order. For example, Day 1 food record, Meal Summary, Food Groups and Calorie Report, Nutrients Report; Day 2 and Day 3 following of the same forms in the same order. You will be graded on neatness, following directions as well as content.

NO LATE PROJECTS WILL BE ACCEPTED WITHOUT DOCUMENTED EXCUSE. THIS PROJECT IS DUE AT THE BEGINNING OF CLASS.

1. Record your dietary intake for 1 weekend day and 2 week days on the forms provided.
 - a. Record what you eat and drink throughout the day.
 - b. Write at the top of the page, date and day of week.
 - c. Write the time that you eat on the left side of the food/beverage column. (am/pm included)
 - d. Write the food/beverage, a description of it such as baked, broiled, etc. and the quantity of the food such as cup, ounce, tablespoon, etc.
 - e. To increase your accuracy of estimates of food portion sizes, use the handout and measuring tools such as cups, glasses, etc. For example: 20 oz. of Mountain Dew, not a bottle of Mountain Dew. The more precise you can be, the more accurate analysis you will have.
 - f. Write down ingredients in mixed dishes and portions if you cannot find the appropriate food in the analysis tool or substitute an item that is close to what you are looking for and make sure and note that on your form.
2. To enter and analyze your dietary intake go to www.ChooseMyPlate.gov.
 - a. At the homepage, there will be an item named Super Tracker. Click on this and it will bring you to a page where you need to create a profile. Click on this and fill out the form. Submit.
 - b. Once submitted you will come to a page with many choices. Choose Food Tracker.
 - c. Enter foods one at a time from your dietary record, one day at a time. When you have finished entering foods, check to make sure you have entered them all from your food intake form.
 - d. Once you have a full day done, go to My Reports. Print out Food Groups and Calories Report, Meal Summary Report and Nutrients Report. Make sure and save these so you can refer back to them if needed. Make sure to turn in an acceptable copy of each printout.
 - e. You will need to print one copy of each report for each of the 3 days.
3. Make sure you have all the printouts and attached them in the correct order to this project. See above for details. It is important that you put it in the correct order as you will be graded accordingly.
4. Complete the following tables and questions.

Using your printouts from Food Groups & Calories Report, fill out the following table. Day 1, Day 2 and Day 3 would be your Average Eaten in cups or ounce equivalents. Your 3 Day Average is computed by adding Day 1 + Day 2 + Day 3 and then divide by 3. Your Target is taken from your printout.

Food Group Analysis

Food Groups (units)	Day 1	Day 2	Day 3	3 Day Average	Target
Grains					
Vegetables					
Fruits					
Dairy					
Protein Foods					
Oils					

Using the chart above, answer the following questions.

Which food group(s) are you below your target (use your 3 day average to determine this)?

What foods might you add to the food group(s) to meet your target? Be specific with food and portion sizes.

What food group(s) are you over the target?

What foods might you delete from the food group(s) to meet your target? Be specific about food and portion sizes.

Use the results from the Nutrients Report printouts to complete the following activities: Put a box around your answer.

1. Calculate your average intake of calories for the 3 days. (Add Day1 + Day2 + Day3 = sum then divide this by 3 to get the average). Show your work.
2. Calculate the average calories from carbohydrate per day. (Add Day 1 + Day2 + Day3. Take this sum and multiply by 4 calories/gram. Then divide this sum by 3 to get an average). Show your work.
3. Divide your average daily carbohydrate intake by total average calories and multiply by 100 to get percent total kcals from carbohydrate. Show your work.
4. Calculate the average calories from protein per day. (Add Day 1 + Day2 + Day3. Take this sum and multiply by 4 calories/gram. Then divide this sum by 3 to get an average). Show your work.

5. Divide your average daily protein intake by total average calories and multiply by 100 to get percent total kcals from protein. Show your work.

6. Calculate the average calories from fat per day. (Add Day 1 + Day2 + Day3. Take this sum and multiply by 9 calories/gram. Then divide this sum by 3 to get an average). Show your work.

7. Divide your average daily fat intake by total average calories and multiply by 100 to get percent total kcals from fat. Show your work.

8. Add the average daily percent of calories from carbohydrate, protein and fat. Show your work. Does it add up to 100% (-⁺2%)? Circle Yes or No

9. Calculate the average calories from saturated fat per day. (Add Day 1 + Day2 + Day3. Take this sum and multiply by 9 calories/gram. Then divide this sum by 3 to get an average). Show your work.

10. a. Divide your average daily saturated fat intake by total average calories and multiply by 100 to get percent total kcals from saturated fat. Show your work.

b. Divide percent total kcals from saturated fat by the target of 7% and multiply by 100 to get percent. Show your work.

11. a. Calculate your average daily intake of cholesterol. Show your work.

b. Divide your average daily intake of cholesterol by the target and multiply by 100 to get percent. Show work.

12. a. Calculate your average daily intake of potassium. Show your work.

b. Divide your average daily intake of potassium by the target and multiply by 100 to get percent. Show work.

13. a. Calculate your average daily intake of sodium. Show your work.

b. Divide your average daily intake of sodium by the target and multiply by 100 to get percent. Show work.

When using your printouts to do the next chart, please follow the directions carefully. You will be using your numbers from your Nutrients Report printout to fill in columns for Day 1, Day 2, Day 3 and Target. You will be calculating the numbers for columns 3 Day Average and Percent Recommended. To get the 3 Day Average add Days 1, 2 and 3 together and divide by 3. To get Percent Recommended take the 3 Day Average and divide by Target then multiply by 100 which will give you percent.

Nutrient Intake Analysis

Nutrient (units)	Day 1	Day 2	Day 3	3 Day Average	Target	Percent Recommended
Vitamin A						
VitaminB ₆						
VitaminB ₁₂						
Vitamin C						
Vitamin D						
Vitamin E						
Folate						
Thiamin						
Niacin						
Calcium						
Iron						
Zinc						
Dietary Fiber						

Indicate what your Percent Recommended intake was for each nutrient. If you consume less than 75% of your recommended intake, indicate what specific food you could add to your diet to increase your intake.

	Intake %	Specific Food
Vitamin C	_____	_____
Vitamin D	_____	_____
Vitamin E	_____	_____
Folate	_____	_____
Fiber	_____	_____
Calcium	_____	_____
Iron	_____	_____

Look over your 3 day diet and list foods that would belong in the empty calories categories (for example, desserts, soda pop, candy, condiments, butters, dressings, etc)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Answer the following questions:

Does your intake of empty calories create nutrient deficiencies in your diet? How?

Does your intake contribute to other problems such as obesity, dental caries or heart disease? How?

What 4 specific foods from your dietary intake contribute the most sodium to your diet?

What 2 specific foods could you reduce, replace or eliminate to decrease your sodium consumption?

Behavioral changes

Do you take vitamin or mineral supplements? Yes or No
If yes, after this analysis, do you think they are necessary?

Using the nutrient analysis data, what is the greatest strength of your diet?

1. Using the nutrient analysis data, identify a major weakness in your diet. Think about a small, specific change you could make, to improve your intake of that component of your diet.

○ **My major weakness is:**

2. Identify 2 foods you like that, if consumed, would strengthen the weakness identified.

3. Identify 2 foods that you could replace in your diet to make room for the foods identified in # 2 above.

4. **Plan how to incorporate this change in your diet.**

a. Choose one of the 2 foods you identified in # 2.

b. When during the day would you consume this food?

○ c. What quantity would you likely consume? (be specific)

d. How would you make sure this food would be available when you plan to consume it?

5. What is your opinion on using ChooseMyPlate.gov?

Assignment Sample 2- CAHS 122

Class activity:

Interview a person and find out what they ate and drank all day yesterday. Include amounts and times of day.

With this information, list the foods that are simple sugars and list the foods that are complex carbohydrates (look in book for examples of simple sugars and complex CHO's) pg. 12-5, 12-9

Indicate which foods are highest in fiber (look in appendix A)

Make a suggestion on how you would change this diet to increase the amount of complex CHO

Nutrition Screening and Assessment

E. Walden is an 85 year old retired businesswoman who has been a widow for 10 years. She uses a walker and has poorly fitting dentures. She was recently admitted to the hospital with pneumonia and also has CHF and Diabetes. She routinely takes several meds to control blood glucose, HTN and heart function. In addition to these the Dr. ordered antibiotics to treat the pneumonia. During an initial nutrition screening, Mrs. W. stated that she had been eating very poorly over the past 2 weeks. She said that she usually weighs about 125#; a fact documented in the medical record. Although she felt she was losing wt, she didn't know how much she has lost. Upon admission to the hospital, Mrs. W weighed 115# and was 5'2" tall. Her serum albumin level was 3.0 g/dL. A physical exam revealed edema, and lab tests confirmed she was retaining fluid. She is in need of a complete nutrition assessment.

1. From the brief description provided, which items in Mrs. W's medical, social and diet histories might alert you that she is at risk of malnutrition?
2. Identify a healthy body wt and calculate her %IBW & %UBW. What do the results reveal? What effect does edema have on Mrs. W's. wt?
3. What tools can be used to estimate Mrs. W's. usual food intake? What medical, physical and social factors are likely to affect her dietary intake?
4. Describe other types of assessment information you may need to develop a nutritional care plan.

Name _____

CAHS 122
Sample - EXAM 1

TRUE/FALSE: Bubble A for True and B for false.

- _____ 1. Any food that imparts a unique sense of emotional well-being is called mouthfeel.
- _____ 2. A Hebrew word meaning fit, proper or in agreement with religious law is called kosher.
- _____ 3. Fibromyalgia is a disorder that causes pain in joint, tendons and tissues.
- _____ 4. A therapeutic diet is ordered by a doctor as part of the treatment for disease or disorder.
- _____ 5. The abnormal pooling of blood in the ear is called edema.
- _____ 6. DRIs is a term used to describe 4 types of nutritional reference values.
- _____ 7. The process by which nutrients pass through the walls of the intestines into the circulatory system is called digestion.
- _____ 8. Aspiration is breathing in a foreign object.
- _____ 9. Chyme is a semi-fluid mass of partly digested food expelled by the stomach.
- _____ 10. The USDA food program breakfast includes 1 serving of milk, 1 fruit, vegetable or juice, 2 servings of bread and 1 serving of meat.

MATCHING

Match the definition to its abbreviation.

- a. b.i.d.
 - b. h.s.
 - c. TPN
 - d. p.o.
 - e. od
- _____ 11. twice daily
- _____ 12. by mouth
- _____ 13. once daily

Match the prefix to its meaning.

- a. slow
- b. fast
- c. many
- d. against
- e. three

____ 14. tachy

____ 15. anti

____ 16. brady

Match the meaning to the suffix.

- a. itis
- b. oma
- c. pnea
- d. algia
- e. stasis

____ 17. pain

____ 18. inflammation

____ 19. breathing

MULTIPLE CHOICE: Choose the best answer.

20. A sodium-restricted diet may be ordered for clients with:

- a. Angina pectoris
- b. Lipidemia
- c. CHF
- d. Atherosclerosis

21. It is thought that the use of diuretics over time may contribute to:

- a. CHF
- b. Hypokalemia
- c. Plaque
- d. Edema

22. Examples of foods particularly rich in K are:

- a. Milk and ice cream
- b. Beef and lamb
- c. Whole-grain breads and cereals
- d. Bananas and oranges

23. Food residue:

- a. Is ultimately evacuated in the feces
- b. Never leaves the stomach
- c. Never leaves the intestines
- d. Results from incorrect cooking methods

24. Which of the following procedures will most likely prevent the spread of salmonella infection from uncooked meats to cooked meats?

- a. Refrigerate the cutting board
- b. Rinsing the cutting board frequently
- c. Cutting meats on a stainless steel surface
- d. Using separate sanitized boards for cooked and uncooked meats

25. A cycle menu is:

- a. A diet modified for a heart condition
- b. Repetition of menus in designated sequence
- c. Relaxation of a patient's diet restriction in definite cycle
- d. Serving meals on a regular time schedule to chronically ill patients

26. The prefix "an" means:

- a. large
- b. without
- c. with
- d. also

27. The suffix "ectomy" means:

- a. lack of
- b. removal of
- c. blood condition
- d. softening

28. Which of the following foods remains in the stomach for the longest period of time?

- a. Cream
- b. Potatoes
- c. Citrus fruit
- d. Fish

29. The enzyme that is found in saliva that starts the digestion of CHO is:

- a. Sucrase
- b. Maltase
- c. Enterokinase
- d. Amylase

30. Which of the following is an enzymatic digestive agent for fat?

- a. Bile
- b. Lipase
- c. Pepsin
- d. HCl

31. Food allergies are commonly due to the following class of food:

- a. Protein
- b. CHO
- c. Mineral
- d. Fat

32. The percent of iron absorbed from the GI tract is on the average of what daily?

- a. 1%
- b. 10%
- c. 30%
- d. 40%

33. The following basics are helpful for someone who wants to lose weight:

- a. Maintenance support
- b. Exercise
- c. Portion control
- d. b and c above
- e. All of the above

34. Monosaccharides include

- a. Glucose
- b. Galactose
- c. Fructose
- d. All of the above

35. The most abundant nutrient class in the human body is

- a. Water
- b. Fats
- c. Proteins
- d. CHO

36. Which service is designed to help low-income mothers at nutritional risk?

- a. Food stamps
- b. Aid to dependent children
- c. WIC
- d. b and c

37. Desirable food practices are most effectively influenced during:

- a. Preschool
- b. Adolescent years
- c. Grade school
- d. Teenage years

38. To lose approximately one pound of weight per week, one must decrease his/her daily food intake by:

- a. 500 calories
- b. 750 calories
- c. 3500 calories
- d. None of the above

39. Which of the following grains is permitted on a gluten-free diet?

- a. Corn
- b. Wheat
- c. Oats
- d. Barley

40. What is the protein content (in grams) of the following food: CHO 15 grams, Fat 2grams, Calories 98?

- a. 20
- b. 5
- c. 4
- d. 10

41. Which has the highest caloric value?

- a. 1 Tablespoon catsup
- b. 1 Tablespoon salad oil
- c. 1 Tablespoon sugar
- d. 1 Tablespoon mustard

42. The major problems encountered in preparing adequate diets for the aged revolve around:

- a. Loss of sense of smell
- b. Dental problems
- c. Loneliness which causes lack of appetite
- d. All of the above

43. What is the main storage form of fat in the adipose tissue?

- a. Cholesterol
- b. Phospholipids
- c. Triglycerides
- d. Fatty acids

44. Approximately how many kilocalories will be provided by an eggnog supplying 14g of protein, 14g of fat and 20g of CHO?

- a. 110
- b. 160
- c. 210
- d. 260

45. In addition to glucose, which of the following CHOs are absorbed into the bloodstream?

- a. Lactose and sucrose
- b. Maltose and lactose
- c. Lactose and fructose
- d. Fructose and galactose

46. The presence of ascorbic acid in the intestinal tract may improve the absorption of

- a. Fat
- b. Fe
- c. Thiamin
- d. Vitamin A

47. Comparatively inexpensive protein could be obtained from which of the following food combinations?

- a. Cooked dried beans and rice
- b. Cheeseburgers with pickle relish
- c. Bologna and lettuce sandwiches on whole wheat bread
- d. Fruit salad with date-nut bread sandwiches with cream cheese

48. If fish is to be acceptable in the diet of an Orthodox Jew, it must:

- a. Have fins and scales
- b. Be served with fruit
- c. Be a form of shellfish
- d. Be served without sauces

49. A diet consisting only of vegetables may be supplemented with cereals and nuts to supply:

- a. Adequate Fe
- b. Sufficient Ca
- c. Sufficient Vit. B₁₂
- d. A balance of essential amino acids

50. If a diet provides 36g of fat and a total of 1800 calories, the percentage of calories from fat is:

- a. 2%
- b. 6%
- c. 8%
- d. 18%

51. The best menu change for a client on a low sodium diet would be to:

- a. Limit the intake of milk
- b. Substitute cottage cheese for meat
- c. Substitute roast beef for baked ham
- d. Substitute pear halves for tossed salad

52. A pregnant woman who has an inadequate calorie intake due to morning sickness should be advised to increase her consumption of which of the following:

- a. Lean protein foods
- b. Whole milk
- c. Sweets
- d. Folate-fortified foods

53. Which of the following foods should NOT be provided to a client who is a lacto-vegetarian?

- a. Milk
- b. Eggs
- c. Cheese
- d. Vegetables

54. Tortillas are common in:

- a. Mexican cuisine
- b. Greek cuisine
- c. Lebanese cuisine
- d. French cuisine

55. An essential amino acid is one that:

- a. the body cannot make
- b. raises blood cholesterol
- c. lowers blood cholesterol
- d. is found only in green leafy vegetables

56. Obesity and overweight result from:

- a. eating too much CHO
- b. following a vegan diet
- c. an imbalance between calorie consumption and physical activity
- d. eating genetically engineered foods

57. An advantage of the myPyramid model for teaching others about nutrition is that it:

- a. is easy to understand
- b. focuses on eating more meat
- c. limits intake of starch foods to ½ cup per meal
- d. helps people add up vitamin content of foods

58. Breakdown of starch begins in the:

- a. mouth
- b. pharynx
- c. stomach
- d. small intestines

59. Which of the following nutrients is particularly critical during the early weeks of pregnancy to prevent brain defects and spina bifida?

- a. simple sugar
- b. Vit. A
- c. magnesium
- d. folate

60. School lunches should provide how much fat?

- a. 20% of calories
- b. 30% of calories
- c. 40% of calories
- d. 50% of calories

61. Which of the following is a good approach for menu planning for the elderly?

- a. include whole milk and fried foods to ensure adequate fat intake
- b. limit protein intake
- c. ensure adequate intake of Vitamin D, Ca, Zn
- d. do not provide too much fluid, which can stress older kidneys

62. Basic taste sensations are:

- a. curry, peppery, salty, and sour
- b. oniony, peppery, salty, and sweet
- c. sweet, salty, and bitter
- d. salty, bitter, sweet, sour and unami

63. Most sodium in the average diet comes from:

- a. processed food
- b. table salt
- c. milk
- d. canned fruit

64. Which of the following is a component of kosher dietary laws?

- a. beef is prohibited
- b. fresh fruits are prohibited
- c. meat and meat products may be cooked or served with dairy products
- d. meat and meat products may not be cooked or served with any dairy products

65. Which of the following is a major food source of saturated fats?

- a. canola oil
- b. olive oil
- c. butter
- d. margarine

66. Which mineral plays a strong role in wound healing?

- a. Ca
- b. Chromium
- c. Selenium
- d. Zn

67. Which of the following is the most concentrated source of Vit. C?

- a. Rice
- b. Beef
- c. Tomato
- d. Corn

68. The recommended protein consumption for healthy adults is?
- a. 5-7% of total calories
 - b. 10-12% of total calories
 - c. 50-55% of total calories
 - d. 20-30% of total calories
69. The purpose of bile is to:
- a. break starch into smaller units
 - b. break fat into smaller units
 - c. break protein into smaller units
 - d. break minerals into smaller units
70. Whole milk is appropriate in an infant's diet starting at what age?
- a. 12 months
 - b. 3 months
 - c. 9 months
 - d. 15 months

RFIM 113 – Course Structure is planned around ServSafe program:

ServSafe® Exam Administration Handbook

About This Handbook

This Handbook will guide you through the administration of the ServSafe® Food Protection Manager Certification Exam and help you understand your role and responsibilities as an Instructor and/or Proctor. It outlines the policies and procedures for successful exam administration. It also includes useful step-by-step guides.

The goal of these policies and procedures is to give all examinees the same opportunity to demonstrate their abilities, and prevent examinees from gaining an unfair advantage.

Your role in administering the Exam helps ensure the highest degree of integrity for the entire testing process and allows examinees to perform to their maximum level of capability.

The ServSafe program is recognized and accepted by more federal, state and local jurisdictions than any other food safety program. The ServSafe Exam is secure, copyrighted, and developed independently of ServSafe training materials.

This Handbook, along with the documents referenced within it, are available on www.ServSafe.com in the Instructor Resource Center.

Ferris State University
RFIM 113 Sanitation & Safety
Fall 2011
Sample Group Project

You and your team will be assigned a microorganism associated with one of the common Foodborne Illnesses.

The group project will be a class presentation including the following components.

I. Power Point

A PowerPoint presentation of at least 5 slides that answers at a minimum the following questions.

1. What is the proper name of your microorganism?
2. What is the common name of your microorganism?
3. What are the basic characteristics of your type of microorganism? (bacteria, virus, or parasite)
4. What foodborne illness is caused by this microorganism?
5. What are the symptoms associated with the illness?
6. What foods are linked to this type of microorganism or foodborne illness?
7. How is the microorganism introduced to the food?
8. What preventative measures can be taken to prevent introduction of the microorganism to the food?
9. What measures can be taken to prevent growth of microorganisms after introduction to the food?
10. What developments and/or technologies are available in the industry to fight this organism? Address techniques used in production, service, and treatment.
11. Provide 2 specific examples of documented food-borne illness outbreaks associated with this organism.
 - a. include where the outbreak occurred, the number diagnosed, the number of fatalities, method of discovery, and source of the illness. Include available conclusion of the case including any court proceedings, loss of revenue for facility, and pertinent impacts.

II. Visual Aids

Two supplemental visual aids to support the information in your presentation.

These can include posters, handouts, activities, standard operating procedures, etc.

A piece of informational training material.

Provide an item that could be used as a training material within a food service facility.

This may include a handout, "game", a "Q" & "A" sheet, quiz, etc.

It must be original work from your team.

Be creative and develop a fun way to promote learning about your organism.

Additional requirements:

Every member of the group must conduct a portion of the presentation.

The presentation must be 5 – 8 minutes in length. Rehearse this – it will surprise you!!!!

Final slide must be your works cited.

A copy of the power point and any aids/materials used must be submitted to the instructor at the beginning of the presentation.

You must have a minimum of 4 sources on your works cited slide. These will include your text, professional journals/magazines, newspapers, and websites.

Do not forget to proofread and provide proper citations!

Sample Quiz
Fall 2011
RFIM 113 - Sanitation and Safety

Regulatory Agencies:

Using your text and online resources, provide detailed answers to the following questions. Provide a list of sources.

1. Who is the FDA? What are their goals and responsibilities in regard to food safety?
2. Who is the USDA? What are their goals and responsibilities in regard to food safety?
3. What state regulatory agencies are responsible for food safety in the state of MI?
4. What activities do these agencies perform to assist in their goals?
5. Explain the difference between wholesomeness and "quality" in the food industry.
6. Determine what food safety inspections are mandatory for meat, poultry, fish, seafood, and produce.
Who performs each of these inspections? What do the inspections determine – exactly and specifically.
7. Determine what food safety inspections are voluntary for meat, poultry, fish, seafood, and produce.
Who performs each of these inspections? What do the inspections determine – exactly and specifically.
8. Provide all identifying stamps for each of the inspection processes listed above.

Requirement IV: Program Measures/Improvement

4.2 Continuous Quality Improvement

The College has a process to ensure Continuous Quality Improvement.

Measures of Continuous Quality Improvement have moved beyond the reliance on self-reports of institutional effectiveness to focusing on quality measures.

Some of these quality measures include an established process that focuses on review of evaluation and adjusting based on that review.



Complete Form 4.2



Complete Form 4.2

Requirement IV: Program Measures/Improvement

FORM 4.2 - Continuous Quality Improvement

Describe the process where faculty assess program evaluation results and standardized test results and adjust curriculum to meet needed changes.

Assessment of Student learning is an institutional wide process at Ferris State University. The University purchase TracDat software to facilitate the process. Each program must enter program level and course level outcomes, goals, and means of assessment. Each semester the faculty must enter the assessment results into TracDat. If the results do not meet the state goals then the faculty must also enter an improvement action plan to achieve them in the future. (See Attachment.)

The University conducts Program Review on a five-year cycle. Program Review is an in-depth look at each program focused mostly on learning outcomes and assessment. One measure of success is certification exams where Ferris students can be compared with other schools across the nation. Hospitality Programs uses ServSafe as well as the Purchasing for Food Service Operations certification from the Educational Institute of the American Hotel and Lodging Association. In the AAS Dietary & Food Service Management student success will be measured by the number of graduates who pass the Certified Dietary Manager exam. (See Attachment.)

The College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). As such the College of Business undergoes periodic review focused on learning outcomes, goals, assessment and improvement action plans. For more information see <http://www.acbsp.org/p/cm/ld/fid=74>

Program - Restaurant and Food Industry Management (A.A.S.)

Program - Restaurant and Food Industry Management (A.A.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Once per year
Meetings:

Next FSU Academic 2013-2014

Program Review:

Accreditation Body: COB-Accreditation Council for Business Schools and Programs ACBSP

Academic Year of Next 2018-2019

Accreditation Review:

College: COB

Outcome: Sanitation and Safety

Student will be able to demonstrate understanding of the relationships between microorganisms and contaminants to food borne diseases, a working knowledge of regulatory agencies, and the key concepts of an effective food safety training program.

Outcome Type: Learning

Start Date: 12/01/2007

End Date: 12/01/2020

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
National Restaurant Association's ServSafe Certification Exam for Food Safety	70% or greater of students who take the exam will pass with a score of 70% or higher	End of the semester as final exam for RFIM 113: Sanitation and Safety.	Yes
Assessment Method Category: Test - External - Post or Pre/Post			
Related Documents: TracDat for 113.xlsx			

Related Courses

- MGMT 370 - Quality-Operations Mgmt
- RFIM 101 - Orientation to Hospitality Ind
- RFIM 113 - Sanitation and Safety
- RFIM 207 - Beverage Management
- RFIM 211 - Purchasing-Hospitality Ind
- RFIM 227 - Industry Exploration
- RFIM 292 - RFIM Internship

Results			
Result	Action	Follow-Up	Action
Test - External - Post or Pre/Post - 07/20/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)			1 - No Action Required
Classification: Criterion Met			
Related Documents: TracDat for 113.xlsx			

Results			
Result	Action	Follow-Up	Action
Test - External - Post or Pre/Post - 07/13/2012 - F2009 85.2% of students pass with a 75% or higher 2010 90.9% of students pass with a 75% or higher Classification: Criterion Met Related Documents: TracDat for 113.xlsx			1 - No Action Required
Test - External - Post or Pre/Post - 06/20/2012 - Fall 2008 Test 90% of students passed the ServeSafe Exam. Classification: Criterion Met			1 - No Action Required
Test - External - Post or Pre/Post - 04/07/2010 - 200808- 91.6% of students passed with a 70% or higher 200708- 82.1% of students passed with a 70% or higher 200608- 85.0% of students passed with a 70% or higher Classification: Criterion Met Related Documents: TracDat for 113.xlsx			1 - No Action Required

Outcome: Employability Skills

Understand and demonstrate resume writing, interviewing techniques, critical thinking, current industry technology skills.

Outcome Type: Learning

Start Date: 12/01/2007

End Date: 12/01/2020

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
internship requirements Assessment Method Category: Internship Evaluation	70% of students will complete evaluation documents, biweekly journals, and submit written report for credit.	Once per semester	Yes

Related Courses

- ACCT 201 - Principles of Accounting 1
- COMM 105 - Interpersonal Communication
- COMM 121 - Fundamentals-Public Speaking
- ECON 221 - Principles of Macroeconomics
- ENGL 150 - English 1
- ENGL 250 - English 2
- MATH 115 - Intermediate Algebra
- MGMT 301 - Applied Management
- MGMT 370 - Quality-Operations Mgmt
- RFIM 101 - Orientation to Hospitality Ind

- RFIM 113 - Sanitation and Safety
- RFIM 115 - Food-Labor Cost Control System
- RFIM 207 - Beverage Management
- RFIM 211 - Purchasing-Hospitality Ind
- RFIM 227 - Industry Exploration
- RFIM 292 - RFIM Internship

Results			
Result	Action	Follow-Up	Action
Internship Evaluation - 07/20/2012 - RFIM 292: S2012: 80% (4/5) F2011: 100% (3/3) SU2011: 100% (14/14)			1 - No Action Required
Classification: Criterion Met			

Outcome: Industry Immersion

Students will be able to develop and execute food industry strategies through practical application of industry knowledge.

Outcome Type: Learning

Start Date: 12/01/2007

End Date: 12/01/2020

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of: Student Internship Information Form, Updated resume, Weekly journals, Internship Report, Employer Evaluations, Verification Letter containing information regarding hours, position worked, and timeframe, Photograph of students on the job	70% or greater of students will pass (receive credit for) the Restaurant and Food Industry Internship	At the end of each semester	Yes
Assessment Method Category: Internship Evaluation			

Related Courses

- MGMT 370 - Quality-Operations Mgmt
- RFIM 113 - Sanitation and Safety
- RFIM 227 - Industry Exploration
- RFIM 292 - RFIM Internship

Results			
Result	Action	Follow-Up	Action
Internship Evaluation - 07/20/2012 - RFIM 292: S2012: 80% (4/5) F2011: 100% (3/3) SU2011: 100% (14/14)			1 - No Action Required
Classification: Criterion Met			
Internship Evaluation - 04/07/2010 - 20905- 100% of students enrolled received credit for the Restaurant and Food Industry Internship			1 - No Action Required
Classification: Criterion Met			
Related Documents: 200905.xlsx			

Outcome: Food & Beverage Operations

Incorporate cultural, social, economic, and psychological context of the food and nutrition in food and beverage operations of a hospitality business

Outcome Type: Learning

Start Date: 12/01/2007

End Date: 12/01/2020

Outcome Status: No Longer an Outcome

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of cooking lab classes, TAP Certification program, Training for Intervention Procedures (TIPS) Alcohol Awareness Certification and in class assignments			No

Related Courses

- ACCT 201 - Principles of Accounting 1
- COMM 105 - Interpersonal Communication
- COMM 121 - Fundamentals-Public Speaking
- ECON 221 - Principles of Macroeconomics
- ENGL 150 - English 1
- ENGL 250 - English 2
- MATH 115 - Intermediate Algebra
- MGMT 301 - Applied Management
- MGMT 370 - Quality-Operations Mgmt
- RFIM 101 - Orientation to Hospitality Ind
- RFIM 113 - Sanitation and Safety
- RFIM 115 - Food-Labor Cost Control System
- RFIM 207 - Beverage Management
- RFIM 211 - Purchasing-Hospitality Ind
- RFIM 227 - Industry Exploration
- RFIM 292 - RFIM Internship

Results			
Result	Action	Follow-Up	Action
09/13/2010 - RFIM 211 Grade Data: Have 75% of the students or higher receive a grade of C higher on their final grade. 2007- 47 students enrolled in class, 36 students received a grade of C or higher. That is an 77% success rate. 2008- 55 students enrolled in class, 46 students received a grade of C or higher. That is an 84% success rate. 2009- 46 students enrolled in class, 34 students received a grade of C or higher. That is a 74% success rate.			2 - Pending Action
Classification: Inconclusive			
09/13/2010 - RFIM 127 Grade Data: Have 80% of the students or higher receive a grade of C higher on their final lab practical.			1 - No Action Required

Results			
Result	Action	Follow-Up	Action
2008- 16 students enrolled in class, 16 students received a grade of C or higher. That is an 100% success rate. 2009- 17 students enrolled in class, 16 students received a grade of C or higher. That is an 94% success rate. 2010- 20 students enrolled in class, 18 students received a grade of C or higher. That is a 90% success rate.			
Classification: Criterion Met			

Outcome: Alcohol Awareness Certification

Student will be able to demonstrate understanding of strategies that ensure responsible alcohol service, promote professionalism, and enhance customer service skills.

Start Date: 08/23/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student will achieve a passing score of 70% or higher on the Techniques for Intervention ProcedureS, Health Communications certificaion. National Certification Exam.	90% of students will achieve	Once per semester.	Yes
Assessment Method Category: Test - External - Post or Pre/Post			

Results			
Result	Action	Follow-Up	Action
Test - External - Post or Pre/Post - 07/20/2012 - S2012: 100% F2011: 100% S2011: 100% F2010: 100% S2010: 100% F2009: 100%			1 - No Action Required
Classification: Criterion Met			
Related Documents: TracDat for RFIM 207 TIPS Completion.xlsx			

Ferris State University

Program - Dietary and Food Service Management (AAS)

Program - Dietary and Food Service Management (AAS)

Mission Statement: To prepare graduates to take the certification exam for the Certified Dietary Managers Association (DMA)
Graduates manage the food service operations on a daily basis including patient services under a registered dietician.

Advisory Board/Committee Once per year
Meetings:

Next FSU Academic 2015-2016

Program Review:

Accreditation Body: COB-Accreditation Council for Business Schools and Programs ACBSP

Academic Year of Next 2018-2019

Accreditation Review:

College: COB

Outcome: nutritional education

Students will be able to gather and apply nutrition data and provide nutritional education to patients, clients, and caregivers.

Start Date: 09/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Certification Exam	Score 70% or higher	post graduation take certification exam	Yes
Assessment Method Category: Certification Exam			

Related Courses

CAHS 261 - Dietary Manager Certification Prep

Outcome: Food Service

Students will be able to provide food service to include meal service, preparation, service of special nourishments and supplemental feedings, and selective menus

Start Date: 09/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Certification Exam administered by outside source	score 70% or higher	upon completion of the degree	Yes
Assessment Method Category: Certification Exam			

Outcome: Manage personnel

Students will be able to manage departmental personnel using effective communications, proper selection, adequate training, maintaining records, using acceptable disciplinary procedures and adhering to legal standards.

Start Date: 09/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Certification exam	score 70% or higher	last semester of associates degree	Yes
Assessment Method Category: Certification Exam			

Outcome: HACCP guidelines

Students will be able to manage supplies, equipment use, sanitation, and safety using HACCP Guidelines and ensuring compliance regulations.

Start Date: 09/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Certification exam	score 70% or higher	final semester of degree	Yes
Assessment Method Category: Certification Exam			

Outcome: Business Operations

Manage production and business operations to include purchase specifications, cash activities and reports, budgets, and cost-effective procedures.

Start Date: 09/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Certification exam	score 70% or higher	last semester of Associates degree	Yes
Assessment Method Category: Certification Exam			

Requirement IV: Program Measures/Improvement

4.3 Publication of Learner Success

The College has a plan, process, or system to publish information about learner success.

- ◆ Gainful Employment Law. As of 2011, any program leading to a degree or gainful employment in a recognized occupation must now publish information on learner success such as:
 - Graduate completion rate
 - Number of learners who completed within normal time
 - Job placement rate
- ◆ Council for Higher Education (CHEA). CHEA suggests that part of continuous quality improvement be the publication of learner success. These measures could include:
 - Employer Satisfaction Surveys
 - Graduate Follow-up Surveys



Complete Form 4.3



Complete Form 4.3

Requirement IV: Program Measures/Improvement
FORM 4.3 - Publication of Learner Success

Describe the College process for assuring the employer satisfaction with student training. Submit a sample of the questionnaire or survey, if used.

Employer Evaluation Form Attached.

Describe the College process for making the graduation rate public.

Ferris Website at
<http://www.ferris.edu/HTMLS/admission/testing/resources/enrollment/retentionandgraduation/homepage.htm>

Ferris Fact Book at
<http://www.ferris.edu/HTMLS/admission/testing/factbook/homepage.htm>

National Center for Education Statistics at
<http://nces.ed.gov/collegenavigator/?id=169910#retgrad>

How do you assess the satisfaction of graduates? How is this made public? Attach a sample of the survey, if applicable.

Graduate Follow-Up Survey Report 2009-2010
<http://www.ferris.edu/htmls/admission/testing/resouces/followup/GFS20092010.pdf>

Hospitality Programs Alumni Survey – See Attachment.

Ferris State University
 College of Business
 Sports, Entertainment, & Hospitality Management Department
 Hospitality Programs
Employer's Internship Evaluation

Student _____ Position _____
 Company _____

Directions for rating: Please circle the number which you believe best describes the student's performance relative to the trait being evaluated. If you did not have the opportunity to observe the trainee's performance relative to the trait being evaluated or feel that you lack the sufficient knowledge upon which to base an accurate appraisal, circle the X in the extreme right hand column. Please use the space provided below each category to extend your evaluation into areas not covered or to make any qualifying statements deemed necessary. When making your appraisal, please use the following criteria:

- | | |
|-------------------------|------------------------------|
| 5. Excellent | 2. Poor (below average) |
| 4. Good (above average) | 1. Unsatisfactory |
| 3. Average | X. No opportunity to observe |

Personal Character Traits

Maturity	1	2	3	4	5	X	Self-Confidence	1	2	3	4	5	X
Judgment	1	2	3	4	5	X	Cooperativeness	1	2	3	4	5	X
Enthusiasm	1	2	3	4	5	X	Tact & Courtesy	1	2	3	4	5	X
Dependable	1	2	3	4	5	X	Resourcefulness	1	2	3	4	5	X
Initiative	1	2	3	4	5	X	Honesty/Integrity	1	2	3	4	5	X
Perseverance	1	2	3	4	5	X	Interpersonal Relations	1	2	3	4	5	X

Comments: _____

Work-Related Character Traits

Attitude towards work	1	2	3	4	5	X
Attitude towards superiors	1	2	3	4	5	X
Willingness to learn	1	2	3	4	5	X
Ability to think and act independently	1	2	3	4	5	X
Ability to follow directions	1	2	3	4	5	X
Ability to learn and supervise	1	2	3	4	5	X
Ability to conform to rules and regulations	1	2	3	4	5	X
Ability to communicate in oral expression	1	2	3	4	5	X
Ability to communicate in written expression	1	2	3	4	5	X

Comments: _____

Personal Appearance

Cleanliness	1	2	3	4	5	X
Neatness	1	2	3	4	5	X
Appropriate Attire	1	2	3	4	5	X

Comments: _____

Work Performance

Amount of work accomplished	1	2	3	4	5	X
Speed in performing work	1	2	3	4	5	X
Quality of work	1	2	3	4	5	X
Organization of work	1	2	3	4	5	X
Improvements	1	2	3	4	5	X

Comments: _____

General Knowledge and Understanding of Business

General Knowledge and Understanding of Business	1	2	3	4	5	X
---	---	---	---	---	---	---

Comments: _____

Attendance

Number of days absent: _____ Number of days late: _____

What pleased you most about this trainee's performance?

What specific factors in this trainee's performance require improvement?

Return to:
Julie A. Doyle, CHE
Hospitality Programs
Ferris State University
1319 Cramer Circle, WC0-106
Big Rapids, MI 49307

Signature of Evaluator

Date

Title

EMPLOYER SURVEY – Academic Program Review

As part of the Academic Program Review, the Hospitality Program is asking employers to take a few minutes to fill out this survey regarding the program.

For each item listed below, please choose the option that best represents your perception.

	Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
Hospitality Programs students communicate effectively.					
Hospitality Programs students conduct themselves in an ethical and professional manner.					
Hospitality Programs students function effectively in teams.					
Hospitality Programs students work effectively with supervisory personnel.					
Hospitality Programs students are self-directed and responsible for their actions.					
Hospitality Programs students process needed technical skills.					
Hospitality Programs students possess critical thinking skills.					
Hospitality Programs students exhibit good writing skills.					
Hospitality Programs students have the needed computer skills.					
Hospitality students are prepared to enter the workforce.					
Hospitality Programs prepares students to enter industry better than other schools.					
There are job opportunities available to Ferris Hospitality graduates.					

In general, in what areas to you feel today's graduates are most lacking upon entering the hospitality industry?

What do you see as some of the strengths of Ferris Hospitality students?

What are the areas that need improvement?

Please provide comments and suggestions that would help to better prepare future graduates/students.

Thank you for your time and assistance.

Please return survey to:

Hospitality Management, Ferris State University, 1319 Cramer Circle, WCO 106, Big Rapids, MI 49307

FERRIS STATE UNIVERSITY

Hospitality Alumni Survey

As part of the Academic Program Review process, we are asking Hospitality students to please take a few minutes to complete this survey of the program. Your answers will be confidential. You will be provided a space for your contact information at the end of the survey, but this information will only be used for the drawing to win a French knife. Please respond to the survey by January 30, 2007.

Q1 Please rate each of the following aspects of the Hospitality Management program.

	Poor	Fair	Good	Excellent	Does Not Apply
a. Availability of my advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Willingness of my advisor to help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Quality of academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Quality of career advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Availability of required courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Clarity of degree requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Quality of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Fairness of grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Opportunities for student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Quality of interaction with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional competence of departmental faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Exposure to a wide range of career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Quality of internship experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Availability of internship experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Quality of students in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Classroom facilities related to the major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Lab facilities related to the major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Helpfulness of office staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Quality of library holdings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Industry-specific software training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Overall preparation to enter hospitality industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Overall quality of leadership program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2 For each of the following items, please indicate your level of satisfaction with the *quantity* of the item.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Does Not Apply
a. Participating in Gala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student clubs in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Field trips taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In-class guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Outside class guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending trade shows/seminars/conferences/meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Opportunities for networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Opportunities for leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 For each of the following items, please indicate your level of satisfaction with the *quality* of the item.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Does Not Apply
a. Participating in Gala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student clubs in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Field trips taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In-class guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Outside class guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending trade shows/seminars/conferences/meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Opportunities for networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Opportunities for leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 Please rate each of the following aspects of the FSU Hospitality Programs.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
a. I am satisfied with my current career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hospitality Programs prepared me for my first job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hospitality Programs prepared me for my current job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ferris gave me the tools to advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hospitality Programs faculty were helpful in my job search.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The program provided me with information in my job search.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My Internship(s) was/were valuable in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I plan to, or am, furthering my formal education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 If a course in basic nutrition were offered as a scientific understanding elective, would you have taken it?

Yes
 No

Q6 If a BS in Restaurant Management were offered, would you have enrolled in it?

Yes
 No

Q7 If an AAS in Culinary Management (accredited by the American Culinary Federation) were available, would you have enrolled in it?

- Yes
 No

Q8 If an AAS in Culinary Management were offered along with a BS in Small Business, would you have enrolled in it?

- Yes
 No

Q9 What things do you like the most about Hospitality Programs?

Q11 What suggestions for improvement would you make?

Q12 Upon entering the industry, do you feel you were lacking skills in any particular areas?

Q10 What things do you like the least about Hospitality Programs?

Q13 Which was the highest degree you earned from Hospitality Programs?

- Certificate
 Minor in Club Management
 Minor in Restaurant & Food Industry Mgmt
 AAS in Restaurant & Food Industry Management
 BS in Resort Management
 BS in Hotel Management
 BS in Restaurant & Food Industry Management
 None of the above

Q14 What year did you graduate?

Q15 What is your current job title?

Q16 Please use this space for additional comments.

Please provide your name and a valid e-mail address if you would like to be entered into the drawing to win a French knife.

Q17 Your name

Q18 Your valid e-mail address

Thank you for your time and participation.

HOTM	M	F
2008	7	6
2009	6	4
2010	3	8
2011	1	5
2012	2	5

RFIM	M	F
2008	15	17
2009	12	14
2010	14	8
2011	5	9
2012	7	21

HOTR	M	F
2008	12	24
2009	20	28
2010	24	31
2011	20	21
2012	19	25

DFSM	M	F
2008		
2009		
2010		
2011	1	3
2012	3	7

REMG	M	F
2008	34	56
2009	30	54
2010	24	53
2011	12	37
2012	4	23

HOTM	Avg. Age
2008	21
2009	23
2010	22
2011	21
2012	21

RFIM	Avg. Age
2008	21
2009	22
2010	20
2011	20
2012	21

HOTR	Avg. Age
2008	22
2009	22
2010	23
2011	22
2012	22

DFSM	Avg. Age
2008	
2009	
2010	
2011	29
2012	23

REMG	Avg. Age
2008	21
2009	21
2010	21
2011	22
2012	23

HOTM	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi
2008	0	2	0	0	0	11	0	0
2009	0	2	0	0	0	7	0	0
2010	0	2	0	0	0	8	0	0
2011	0	1	0	0	0	4	0	0
2012	0	0	0	0	0	5	0	0

HOTR	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi
2008	0	2	2	0	0	32	0	0
2009	3	3	2	0	0	40	0	0
2010	3	6	1	0	0	42	0	2
2011	3	6	0	0	0	32	0	0
2012	1	5	0	0	0	37	0	1

REMG	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi
2008	0	1	1	2	1	85	0	0
2009	0	1	0	1	2	79	0	1
2010	0	1	1	1	2	72	0	0
2011	0	0	1	1	2	45	0	0
2012	0	0	1	0	1	25	0	0

Foreign	RFIM	Unknown	Black	Hispanic	Native
0	2008	0	6	0	0
1	2009	0	7	1	0
1	2010	0	6	0	0
1	2011	0	4	0	0
2	2012	0	9	1	0

Foreign	DFSM	Unknown	Black	Hispanic	Native
0	2008				
0	2009				
1	2010				
0	2011	0	0	0	0
0	2012	0	0	0	0

Foreign
0
0
0
0
0

Asian	White	Hawaiian	Multi	Foreign
1	25	0	0	0
0	17	0	1	0
0	15	0	1	0
0	9	0	1	0
1	14	0	3	0

Asian	White	Hawaiian	Multi	Foreign
0	4	0	0	0
0	8	0	2	0

HOTM	Full	Part
2008	12	1
2009	10	0
2010	8	3
2011	6	0
2012	5	2

RFIM	Full	Part
2008	31	1
2009	24	2
2010	21	1
2011	14	0
2012	26	2

HOTR	Full	Part
2008	32	4
2009	43	5
2010	48	7
2011	35	6
2012	36	8

DFSM	Full	Part
2008		
2009		
2010		
2011	3	1
2012	9	1

REMG	Full	Part
2008	82	8
2009	73	11
2010	68	9
2011	44	5
2012	15	12

HOTM	In State	Out of State
2008	13	0
2009	9	1
2010	10	1
2011	5	1
2012	4	2

RFIM	In State	Out of State
2008	32	0
2009	26	0
2010	21	1
2011	14	0
2012	28	0

HOTM	In State	Out of State
2008	33	3
2009	45	3
2010	50	4
2011	37	4
2012	40	4

DFSM	In State	Out of State
2008		
2009		
2010		
2011	4	0
2012	10	0

REMG	In State	Out of State
2008	87	2
2009	81	3
2010	74	3
2011	46	3
2012	24	3

HOTM	Avg. GPA	Min. GPA	Max. GPA
2008	2.75	1.97	3.71
2009	2.72	2.31	3.65
2010	2.76	2.49	3.16
2011	2.18	0.74	2.88
2012	2.83	2.13	3.59

RFIM	Avg. GPA	Min. GPA	Max. GPA
2008	2.68	1.82	3.58
2009	2.64	1.79	3.73
2010	2.42	1.17	3.6
2011	2.72	2.15	3.37
2012	2.74	1.41	4

HOTR	Avg. GPA	Min. GPA	Max. GPA
2008	2.87	2	3.78
2009	2.83	1.88	4
2010	2.74	1.52	3.97
2011	2.77	1.43	3.85
2012	2.67	0.85	3.62

DFSM	Avg. GPA	Min. GPA	Max. GPA
2008			
2009			
2010			
2011	3.2	3	3.4
2012	3.09	2.59	3.64

REMG	Avg. GPA	Min. GPA	Max. GPA
2008	2.77	1.7	4
2009	2.78	1.64	4
2010	2.67	1.42	3.93
2011	2.64	1.95	3.74
2012	2.69	1.98	3.41

HOTM	Avg. ACT	Min. ACT	Max.ACT
2008	19.27	16	23
2009	20	16	25
2010	19.44	16	24
2011	21.2	17	27
2012	24	20	29

RFIM	Avg. ACT	Min. ACT	Max.ACT
2008	19.04	15	25
2009	18.9	14	23
2010	19.35	14	29
2011	19.57	17	25
2012	19.85	15	27

HOTR	Avg. ACT	Min. ACT	Max.ACT
2008	21.19	15	34
2009	21.26	15	34
2010	20.91	14	4
2011	21.67	14	31
2012	20.32	14	31

DFSM	Avg. ACT	Min. ACT	Max.ACT
2008			
2009			
2010			
2011	19	18	20
2012	20.44	17	24

REMG	Avg. ACT	Min. ACT	Max.ACT
2008	20.62	14	33
2009	20.8	14	33
2010	20.4	14	33
2011	20.05	14	33
2012	20	14	25

HOTM	Avg. GPA	Min. GPA	Max. GPA
2008	3.06	2.23	3.63
2009	3.03	2.6	3.61
2010	3	2.37	3.62
2011	2.83	2.62	3.04
2012	2.9	2.65	3.15

RFIM	Avg. GPA	Min. GPA	Max. GPA
2008	3.03	3.03	3.03
2009	3.01	2.65	3.23
2010	2.76	2.37	3.07
2011	2.21	1.96	2.82
2012	2.41	2.11	2.96

HOTR	Avg. GPA	Min. GPA	Max. GPA
2008	2.98	2.43	3.53
2009	2.79	2.47	3.19
2010	2.5	1.99	3
2011	2.89	2.07	3.46
2012	3.17	3.01	3.42

DFSM	Avg. GPA	Min. GPA	Max. GPA
2008	First Graduate 2013		
2009			
2010			
2011			
2012			

REMG	Avg. GPA	Min. GPA	Max. GPA
2008	2.82	2.08	3.94
2009	2.86	2.27	3.92
2010	2.98	2.2	3.85
2011	2.91	2.39	3.83
2012	2.77	1.96	3.74

HOTM	Avg. ACT	Min. ACT	Max.ACT
2008	19.25	17	22
2009	21.5	19	24
2010	21.67	19	25
2011	18.5	16	21
2012	20	17	23

RFIM	Avg. ACT	Min. ACT	Max.ACT
2008	16	16	16
2009	20.6	18	26
2010	19.25	19	20
2011	18.75	14	25
2012	17.8	15	23

HOTR	Avg. ACT	Min. ACT	Max.ACT
2008	19	17	21
2009	20.5	20	21
2010	15.5	15	16
2011	21.5	21	22
2012	22.33	16	27

DFSM	Avg. ACT	Min. ACT	Max.ACT
2008	First Graduate in 2013		
2009			
2010			
2011			
2012			

REMG	Avg. ACT	Min. ACT	Max.ACT
2008	20.33	16	27
2009	21.77	17	31
2010	20.09	14	29
2011	20	16	25
2012	19.69	15	24

HOTM	On Campus	Off Campus
2009	9	0
2010	7	0
2011	12	0
2012	5	0

RFIM	On Campus	Off Campus
2009	9	0
2010	10	0
2011	16	0
2012	13	0

HOTR	On Campus	Off Campus
2009	3	0
2010	2	0
2011	3	0
2012	3	0

DFSM	On Campus	Off Campus
2009		
2010		
2011		
2012		

REMG	On Campus	Off Campus
2009	15	
2010	22	
2011	14	
2012	17	

HOTM	Freshman	Sophomore	Junior	Senior		RFIM	Freshman	Sophomore
2008					0	2008		
2009	1	1	3	5	10	2009	6	11
2010	3	0	1	7	11	2010	6	13
2011	1	2	0	3	6	2011	3	5
2012	2	0	3	2	7	2012	15	8

HOTR	Freshman	Sophomore	Junior	Senior		DFSM	Freshman	Sophomore
2008					0	2008		
2009	8	7	11	22	48	2009		
2010	8	16	9	22	55	2010		
2011	6	6	15	13	40	2011	1	2
2012	6	6	7	24	43	2012	5	2

REMG	Freshman	Sophomore	Junior	Senior	
2008					0
2009	6	17	25	36	84
2010	6	16	28	32	82
2011	5	16	25	31	77
2012	7	10	22	36	75

Totals All Programs

2008	
2009	168
2010	170
2011	141
2012	164

Junior	Senior	
		0
6	3	26
2	1	22
6	0	14
4	1	28

Junior	Senior	
		0
		0
		0
1	0	4
3	1	11

HOTM	Freshman	Sophomore	Junior	Senior
2008				
2009	13	12	45	74
2010	41	0	12	65
2011	16	30	0	39
2012	28	0	46	6

RFIM	Freshman	Sophomore
2008		
2009	85	149
2010	85	174
2011	40	66
2012	203	108

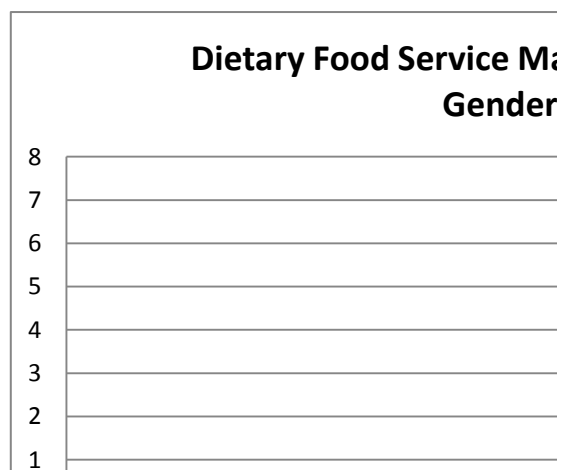
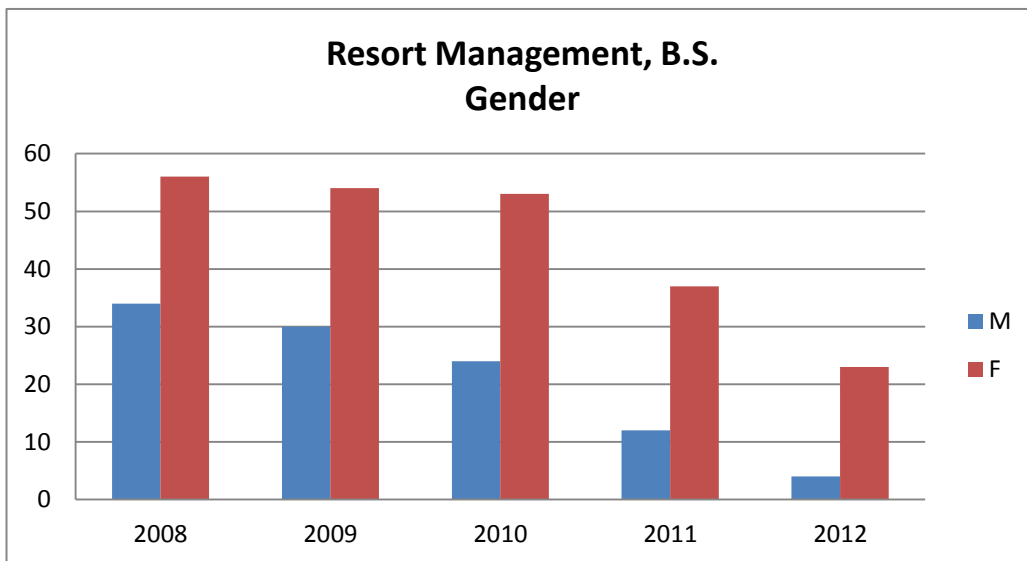
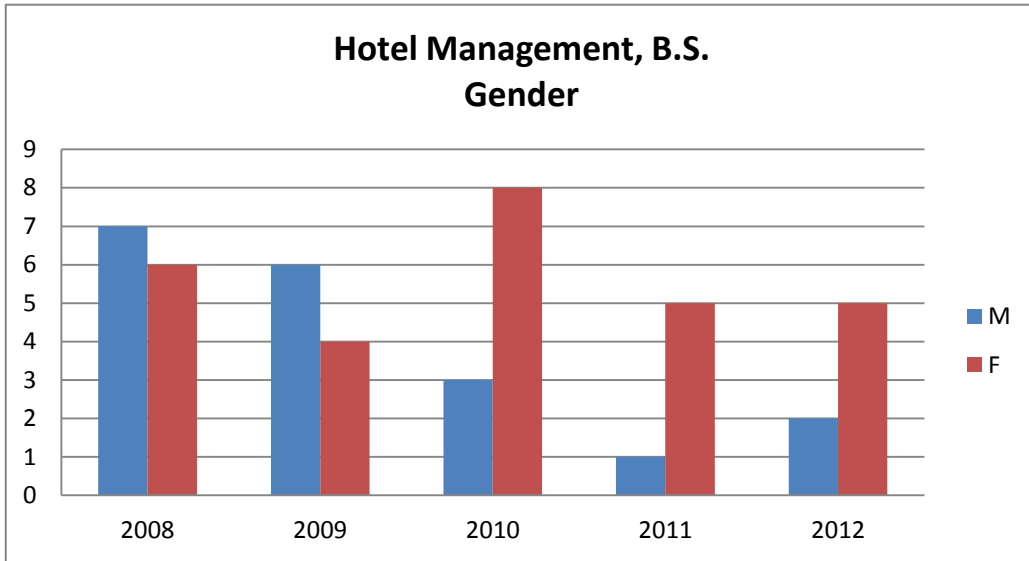
HOTR	Freshman	Sophomore	Junior	Senior
2008				
2009	109	97	143	280
2010	109	230	116	257
2011	87	79	213	136
2012	77	76	108	295

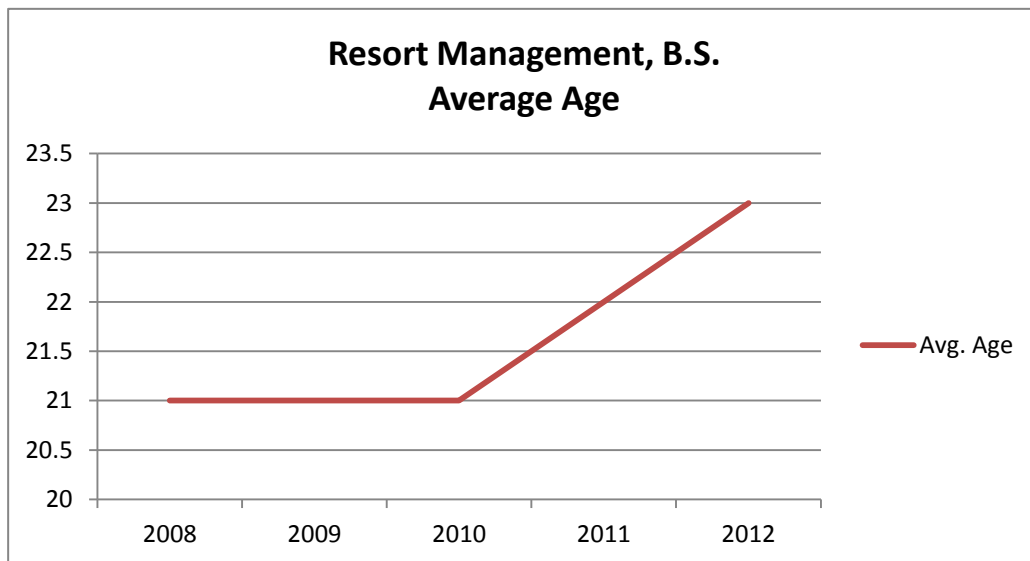
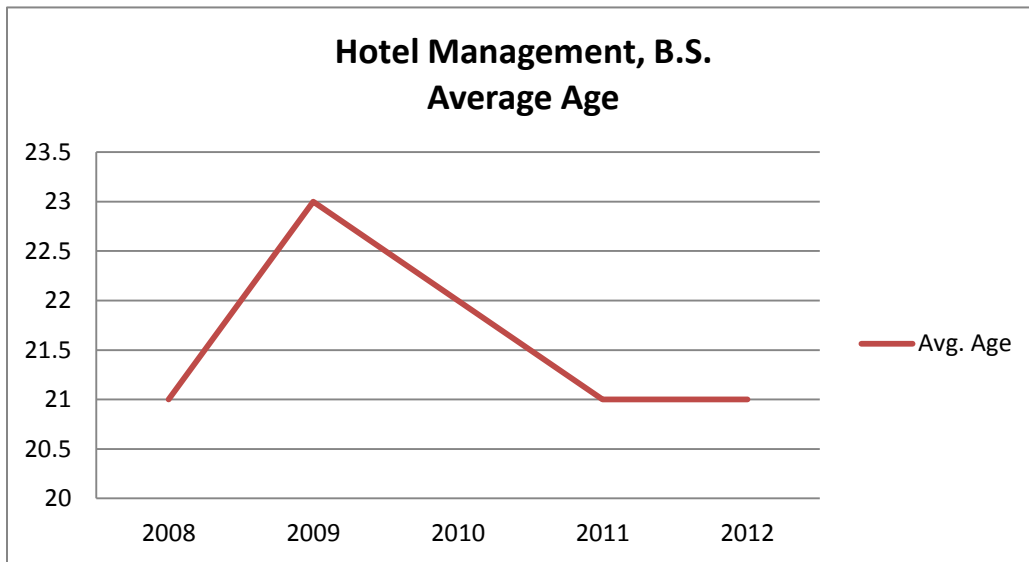
	Freshman	Sophomore
2008		
2009		
2010		
2011	16	25
2012	67	28

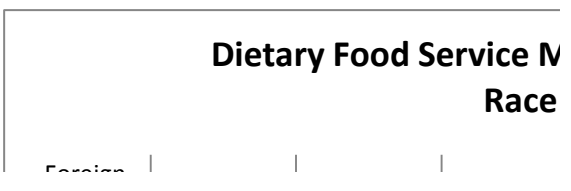
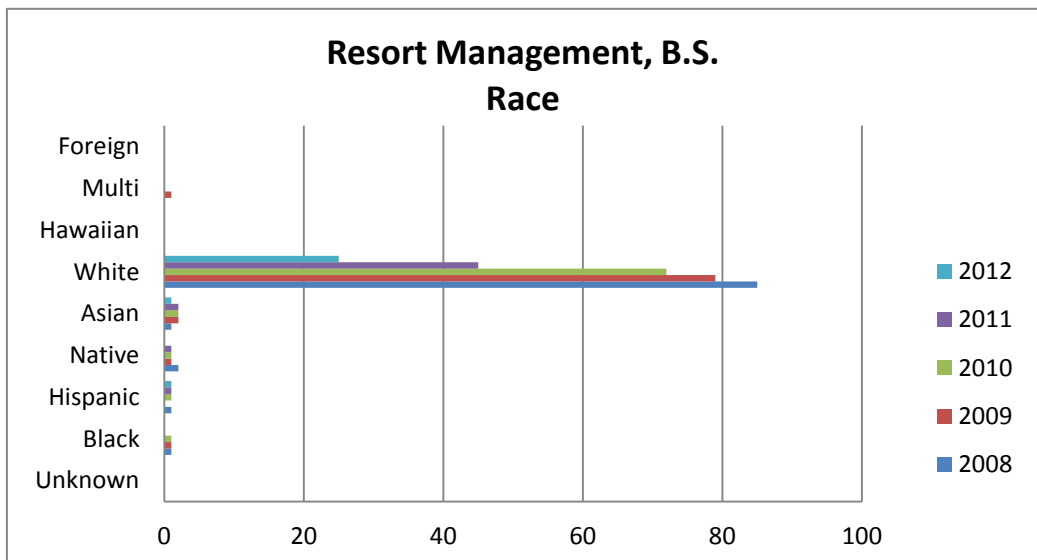
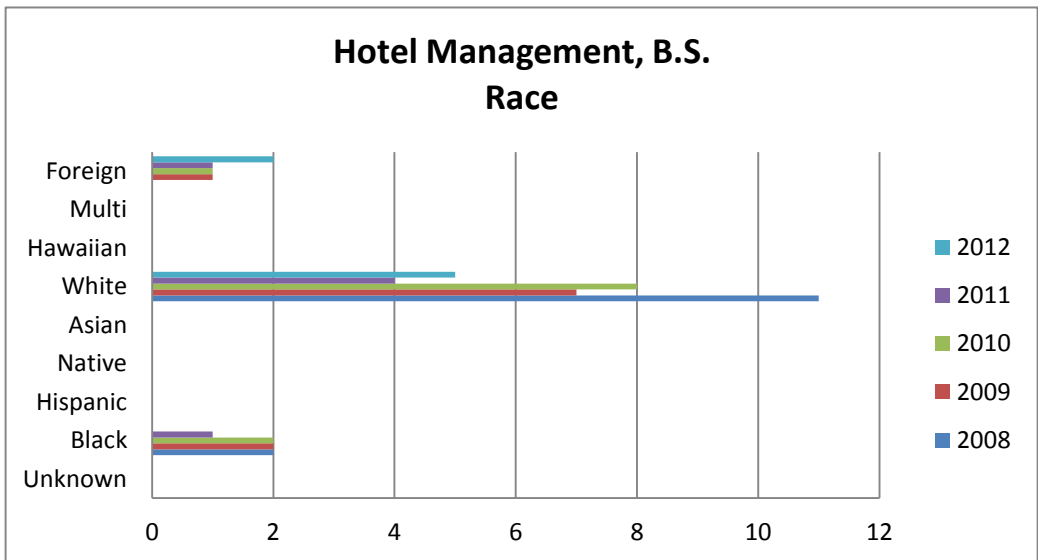
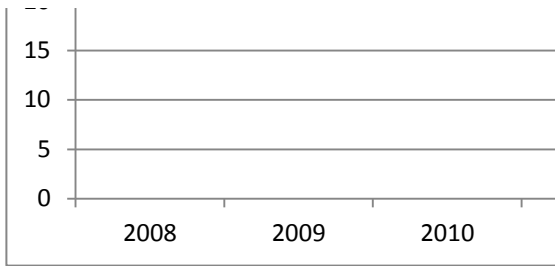
REMG	Freshman	Sophomore	Junior	Senior
2008				
2009	79	218	335	472
2010	84	234	381	357
2011	66	241	342	369
2012	97	138	316	367

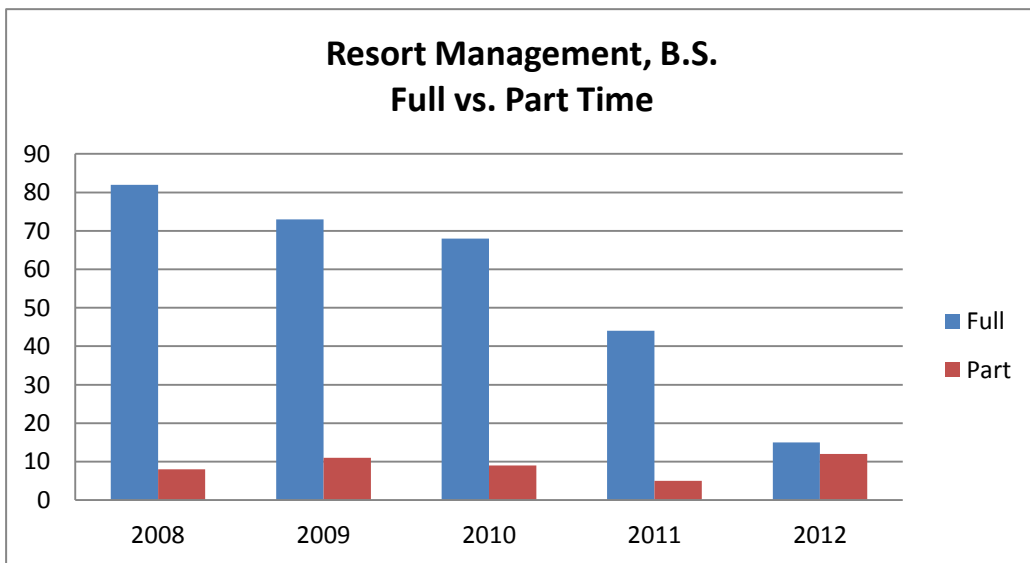
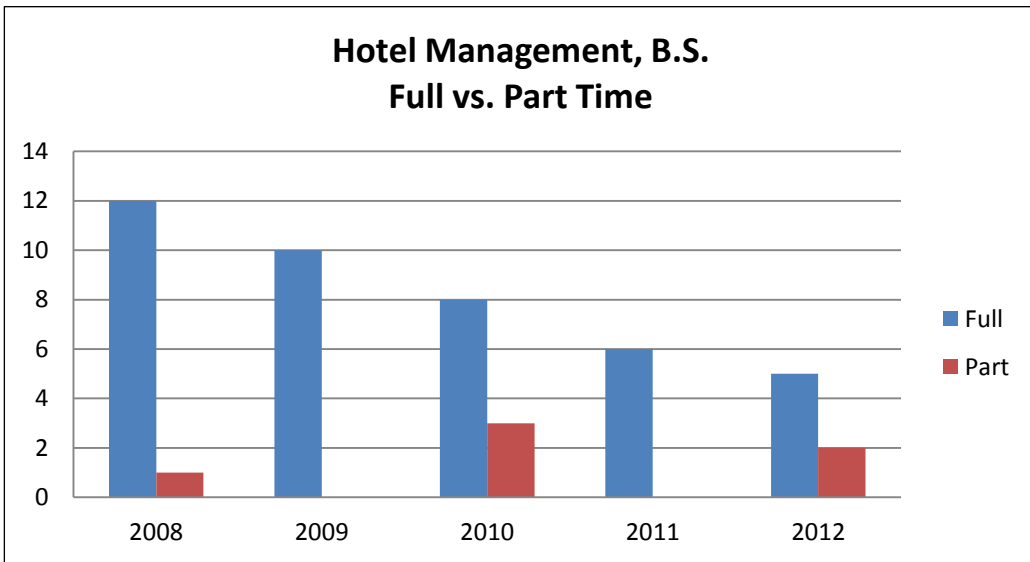
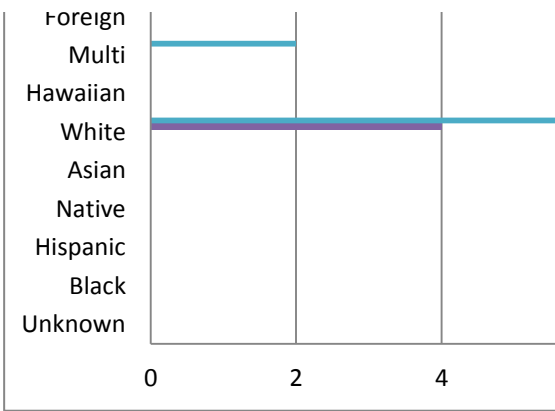
Junior	Senior
73	40
21	13
82	0
61	12

Junior	Senior
7	0
34	0

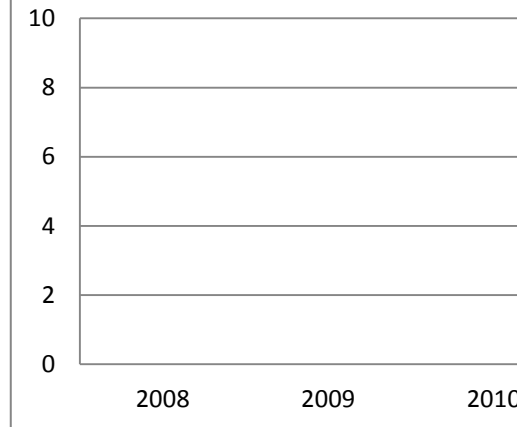




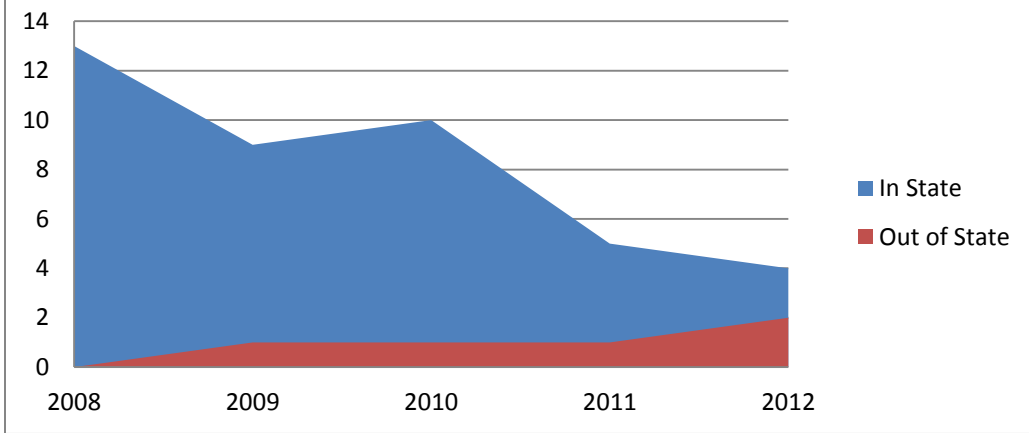




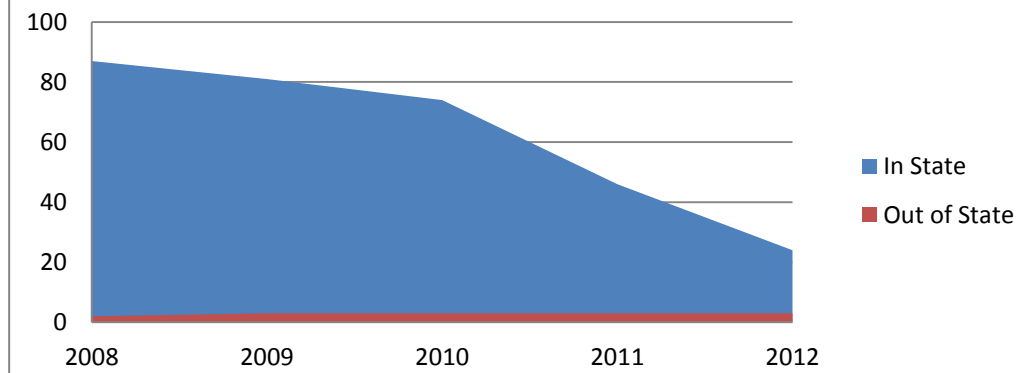
Dietary Food Service Full vs. I

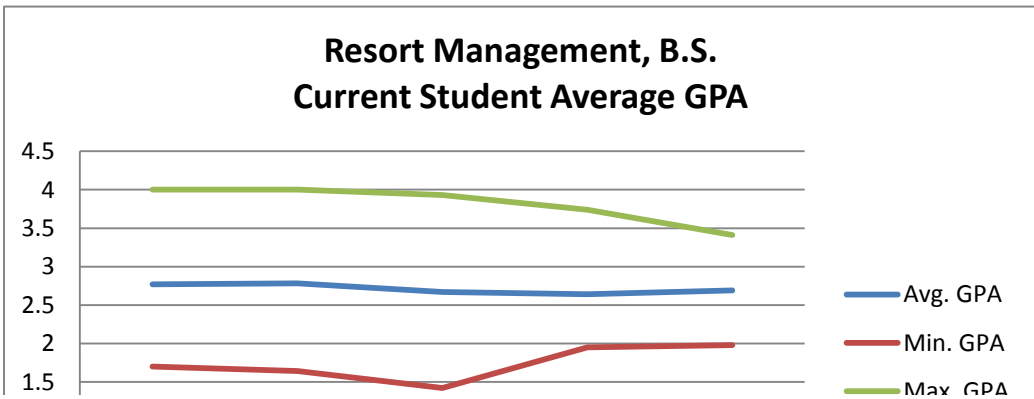
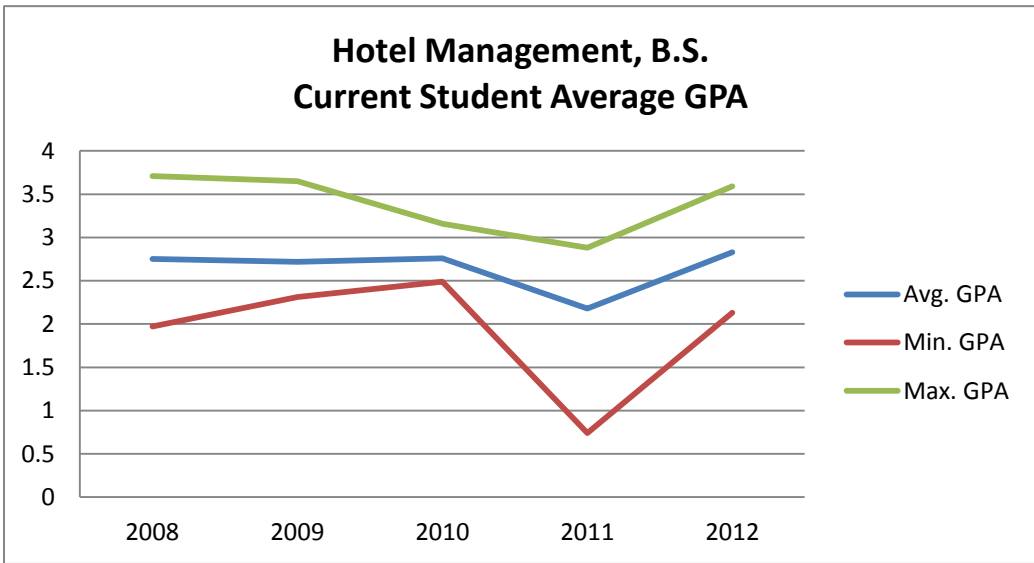
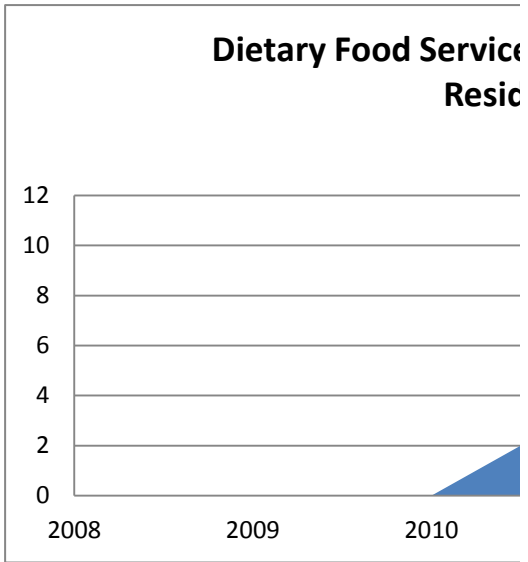


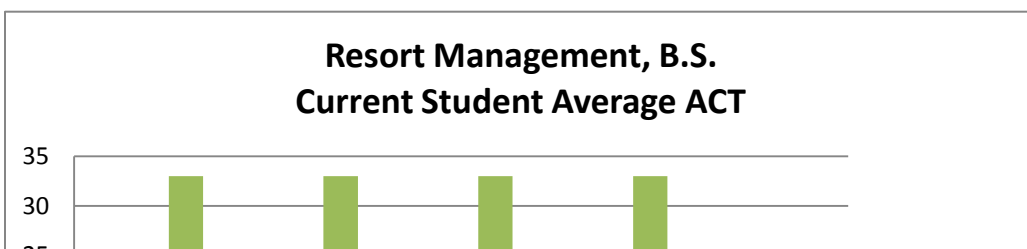
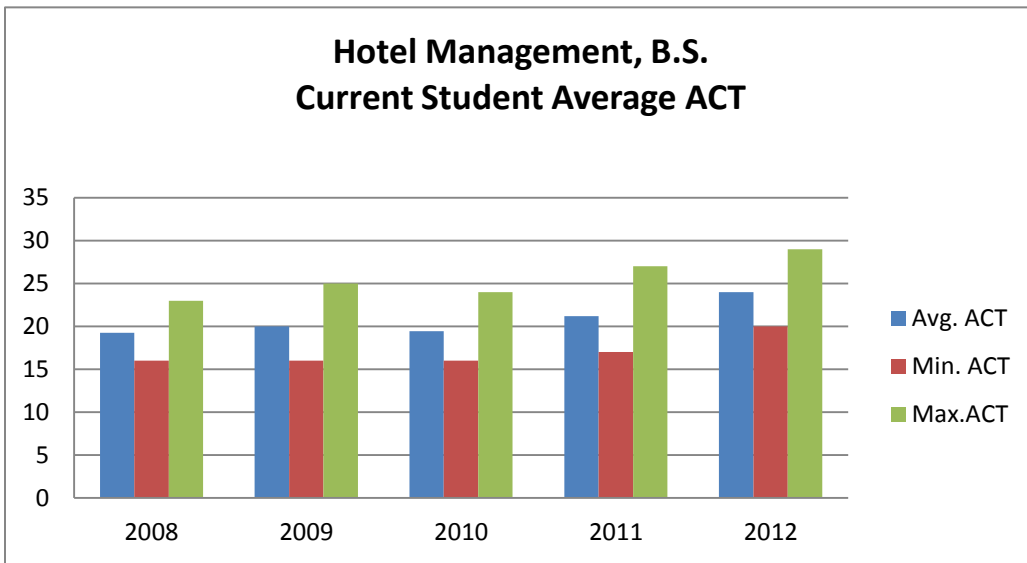
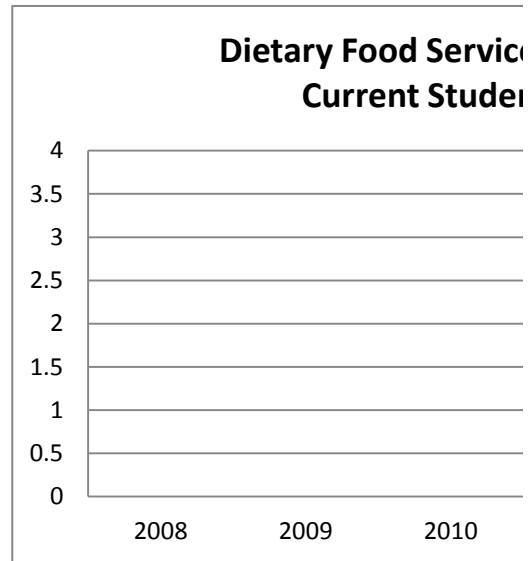
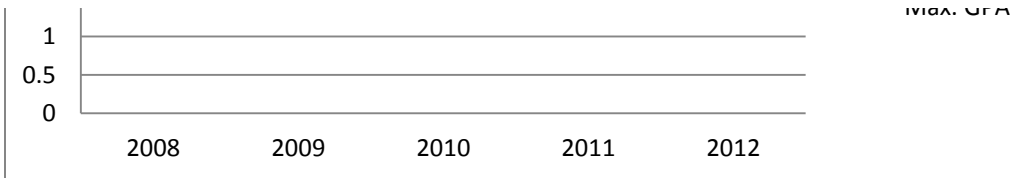
Hotel Management, B.S. Residency

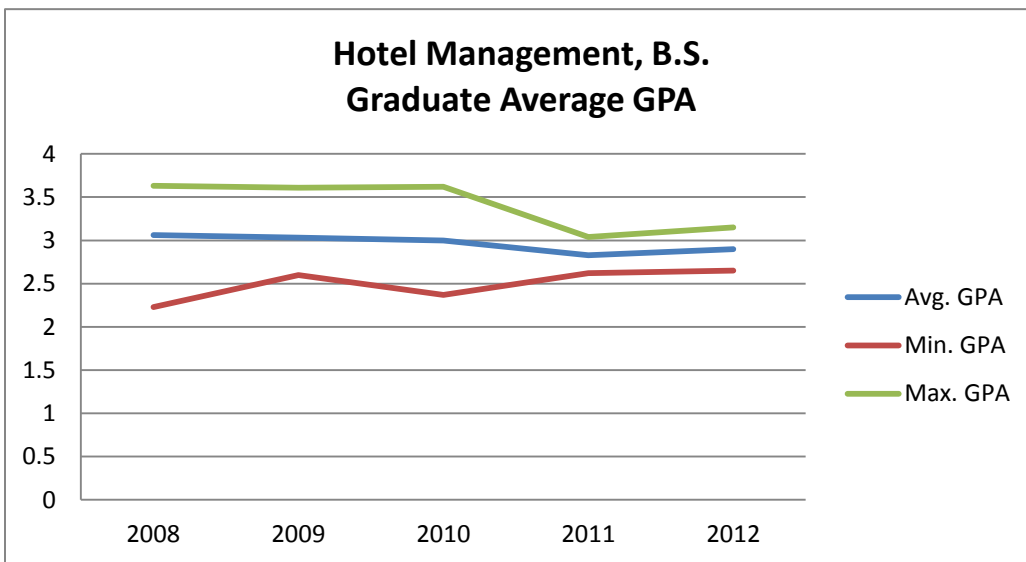
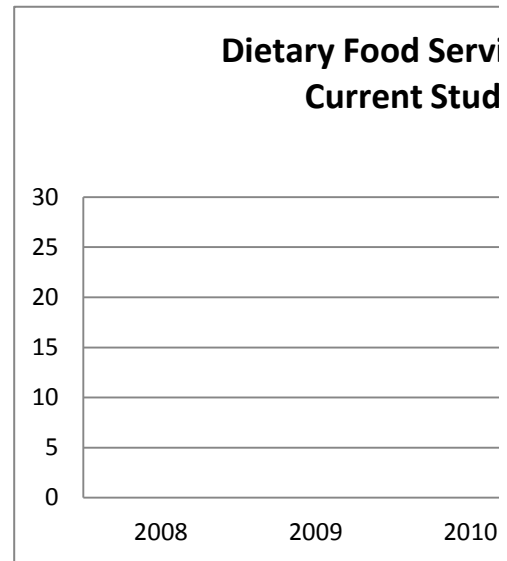
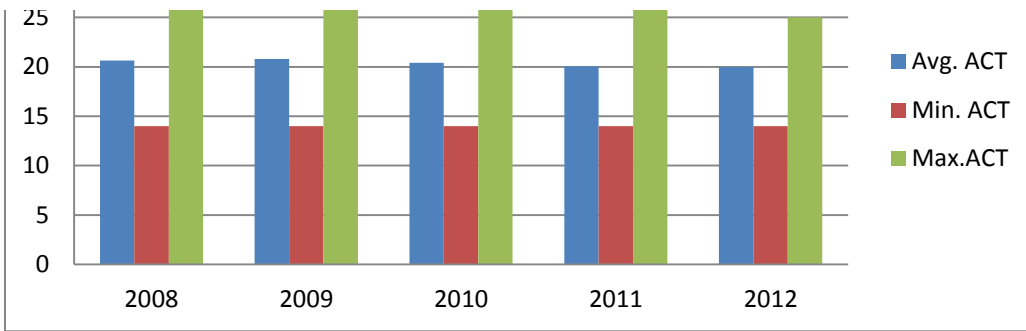


Resort Management, B.S. Residency

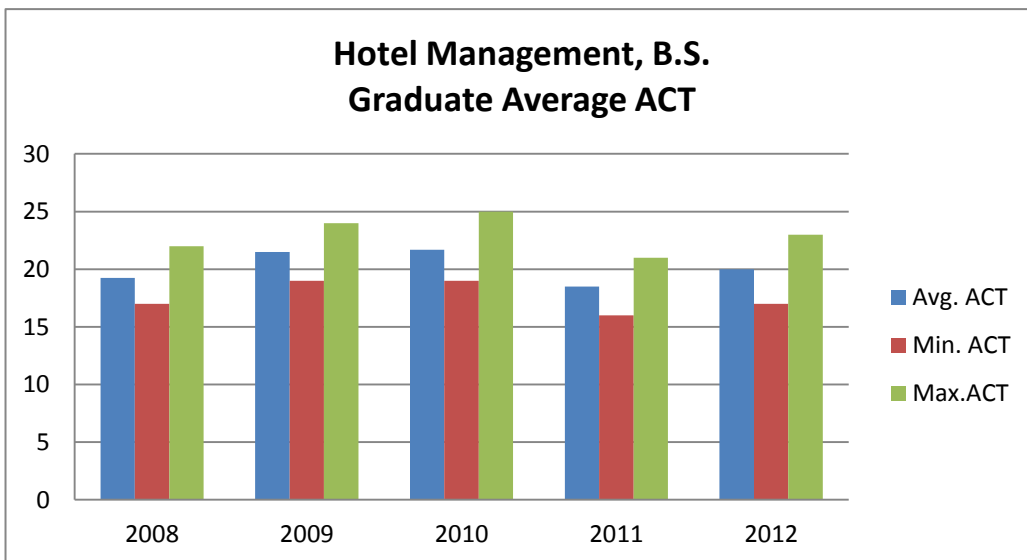
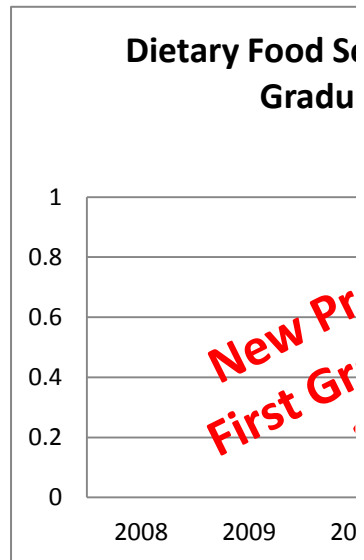
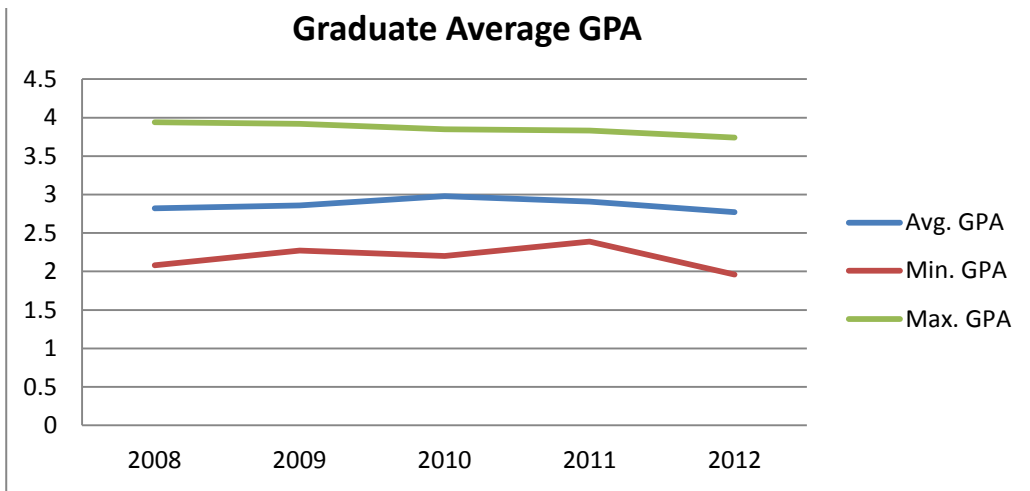


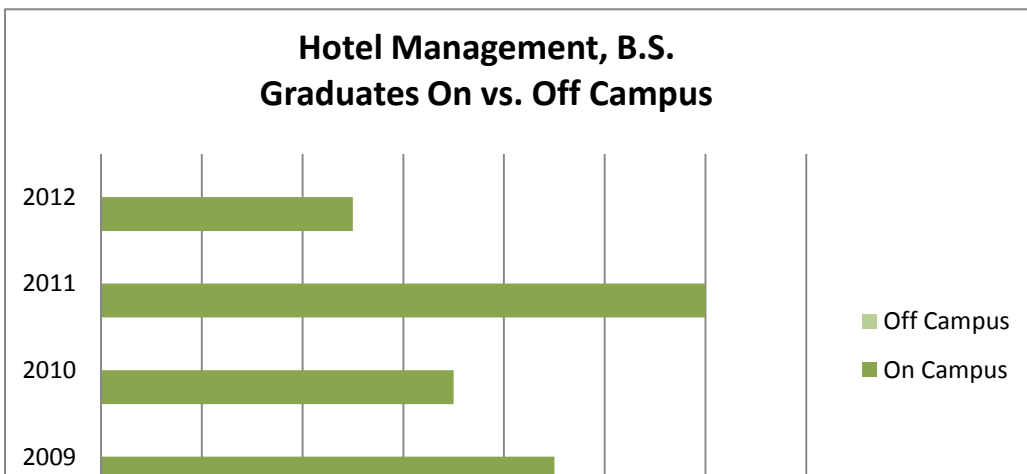
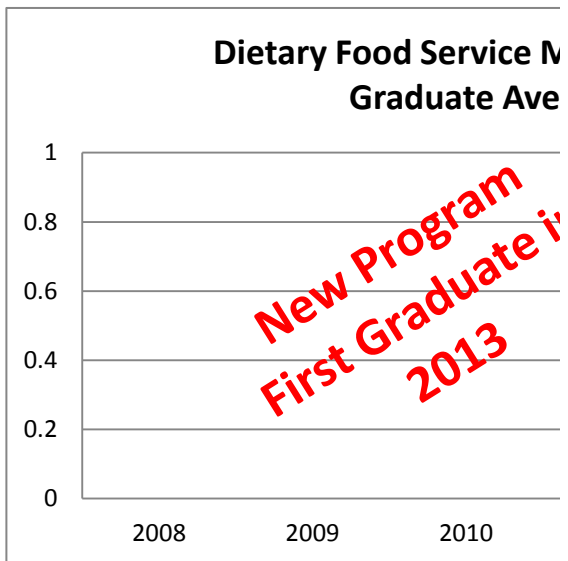
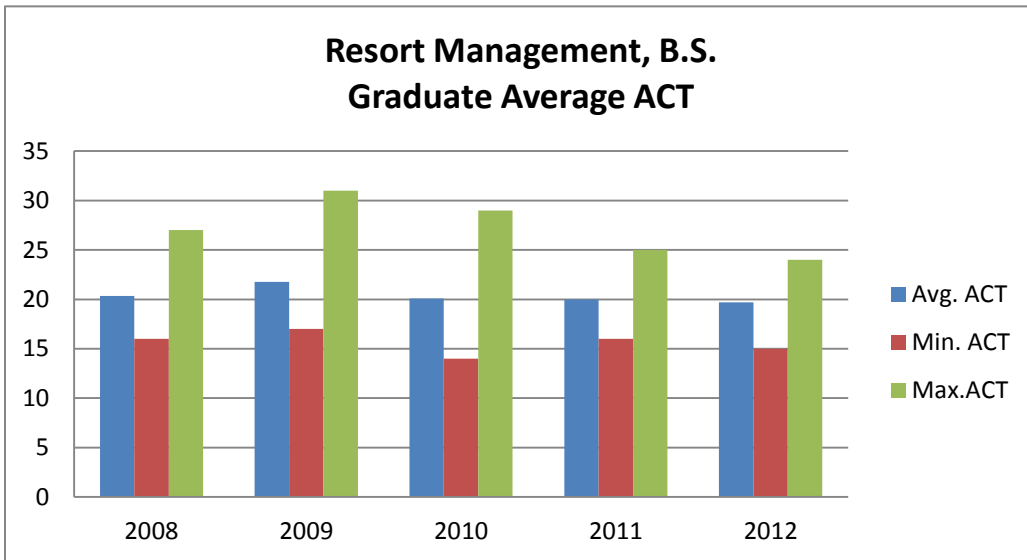


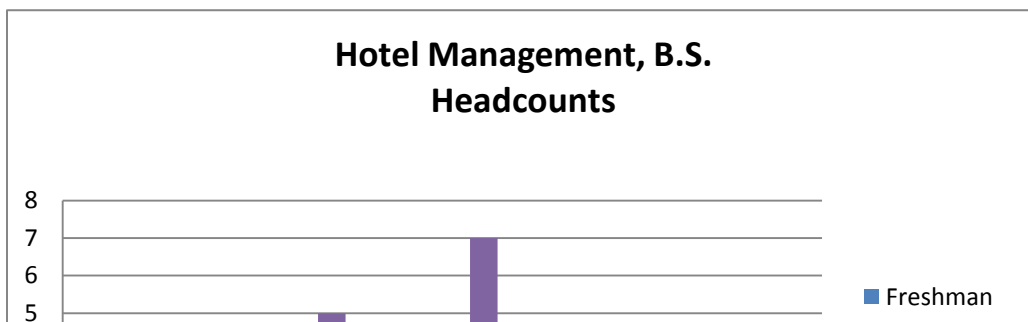
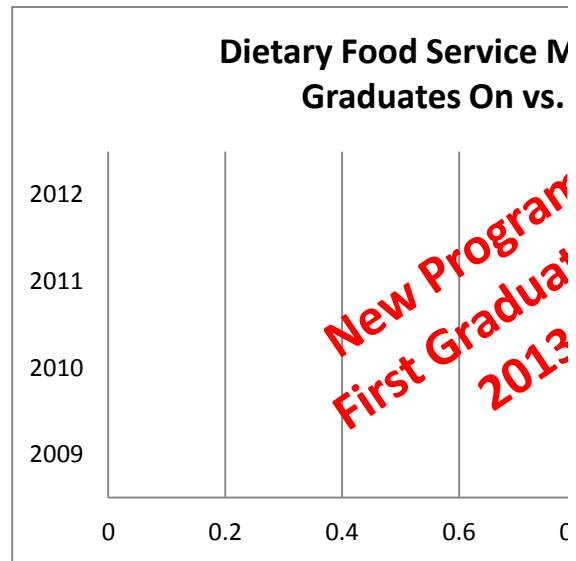
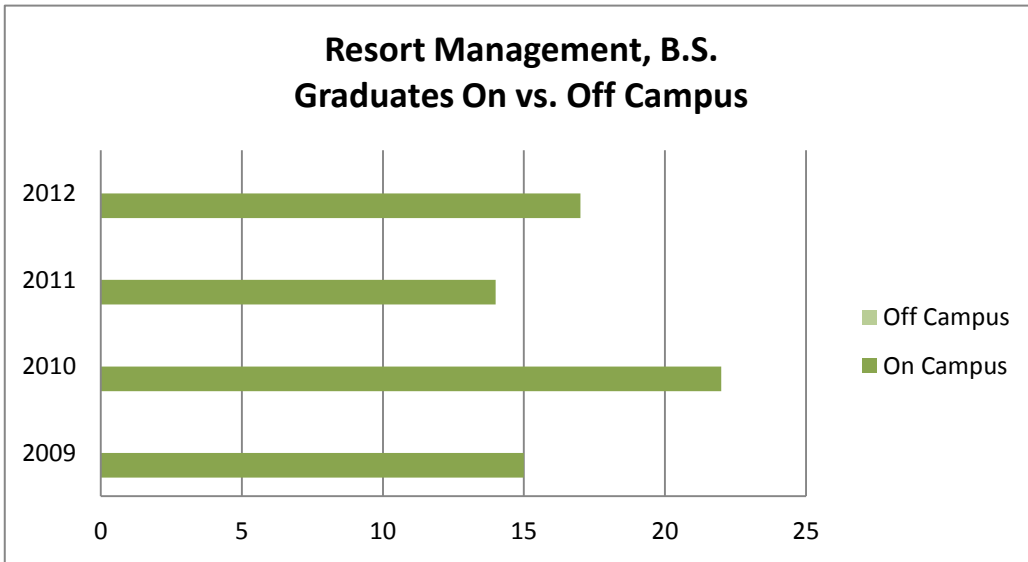
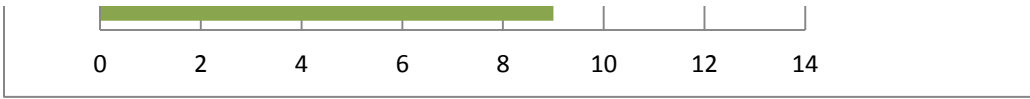


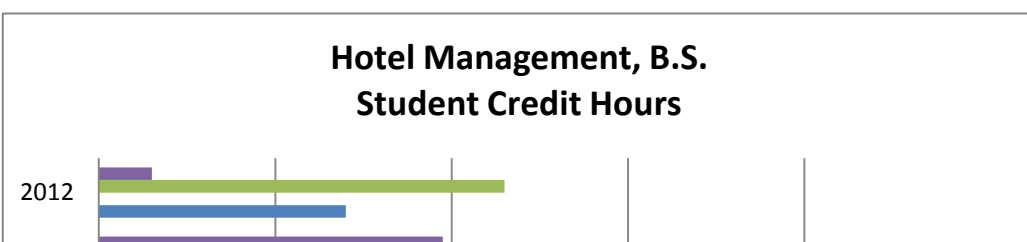
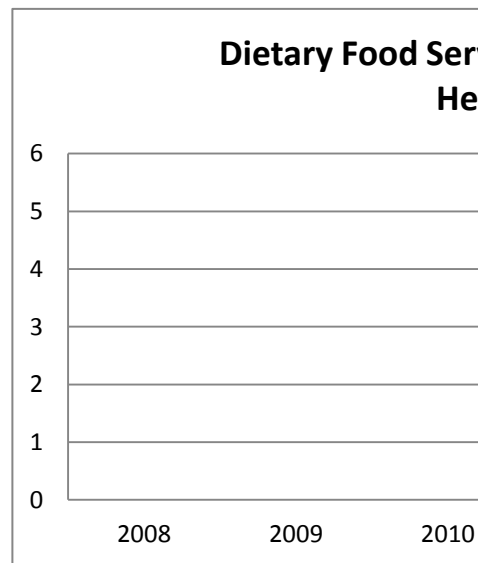
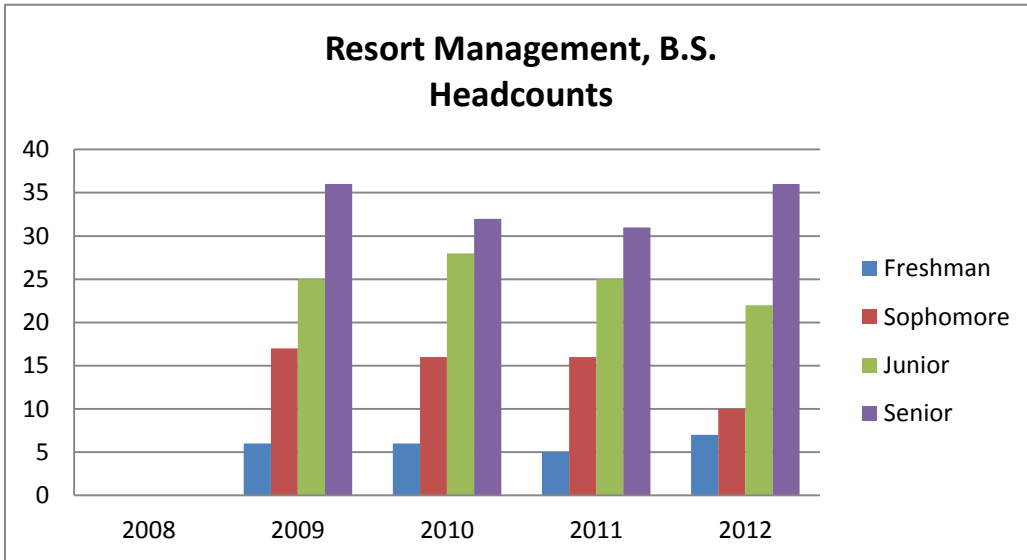
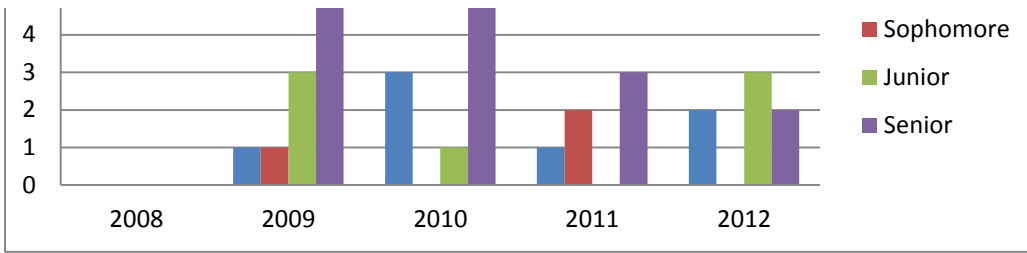


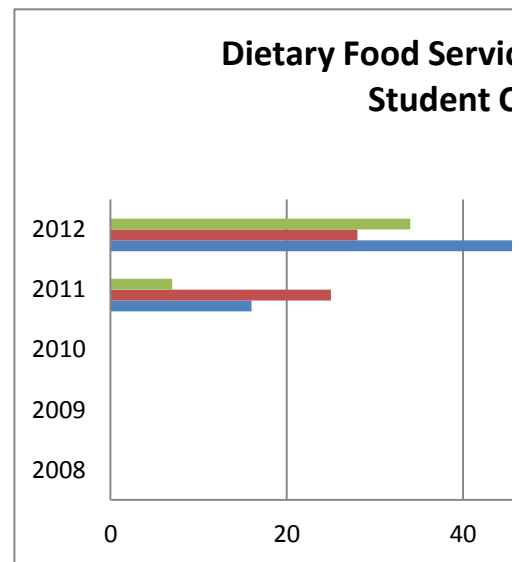
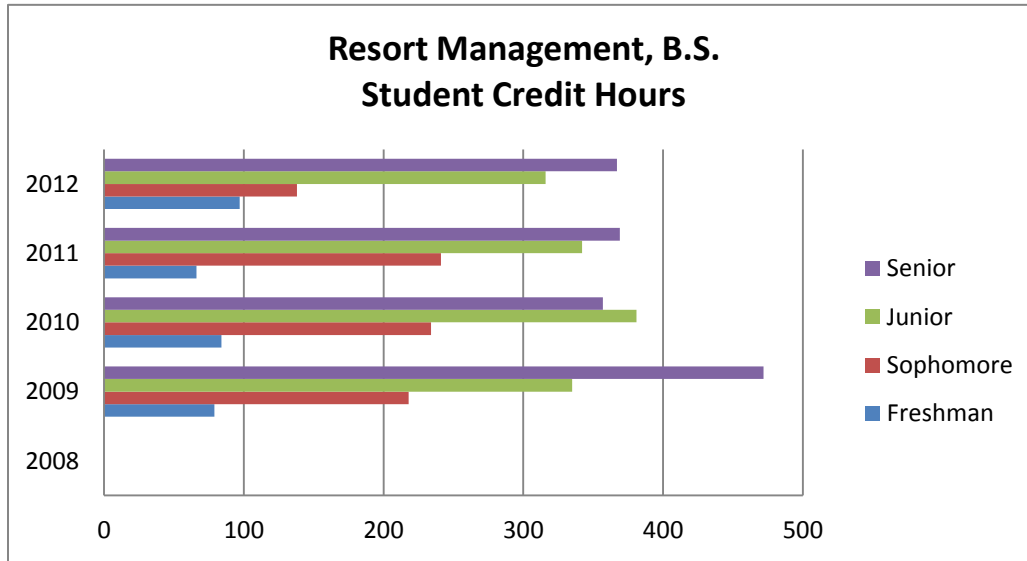
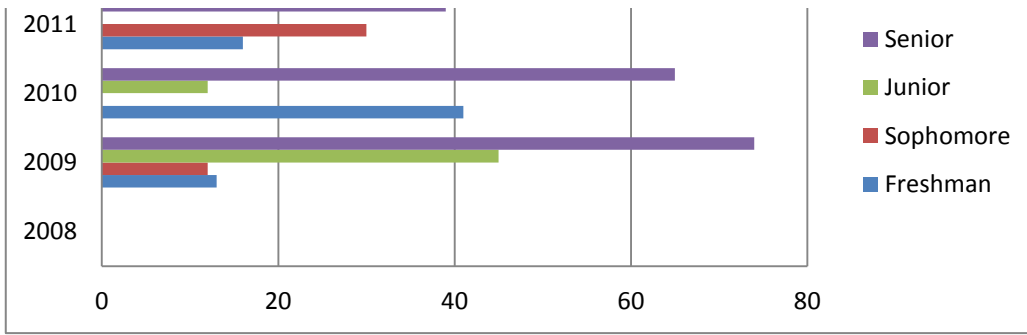
Resort Management, B.S.



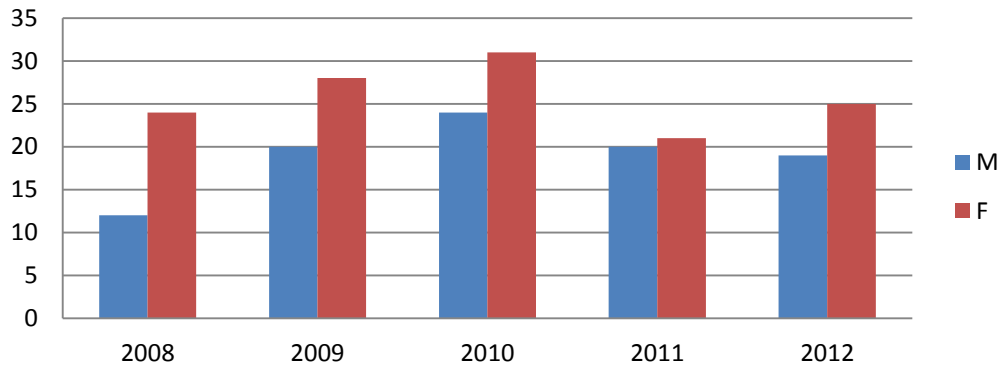




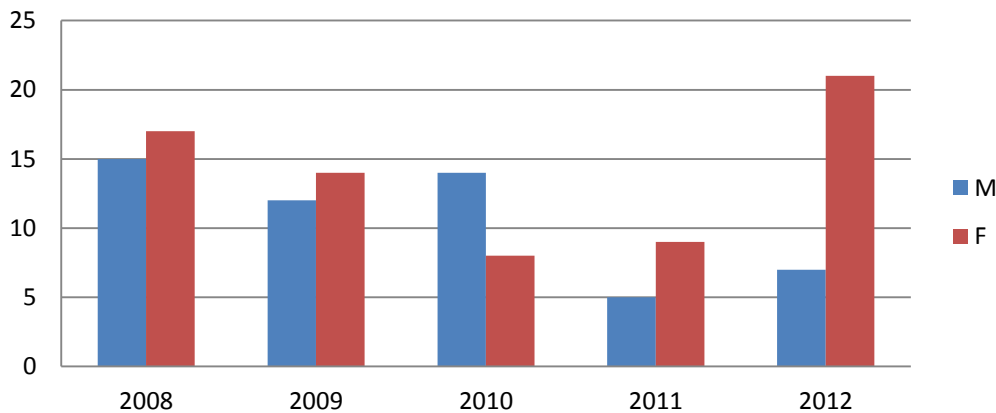




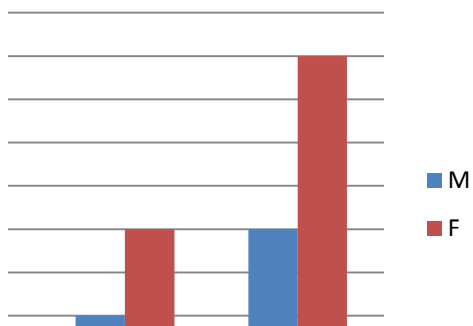
**Hotel Management, B.S. w/
Restaurant & Food Industry Management, A.A.
Gender**

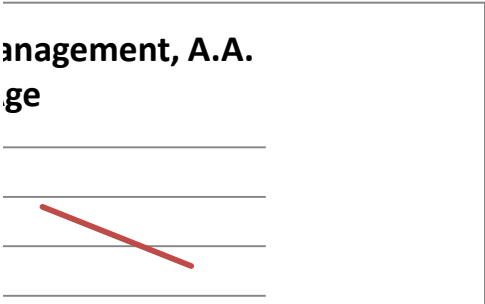
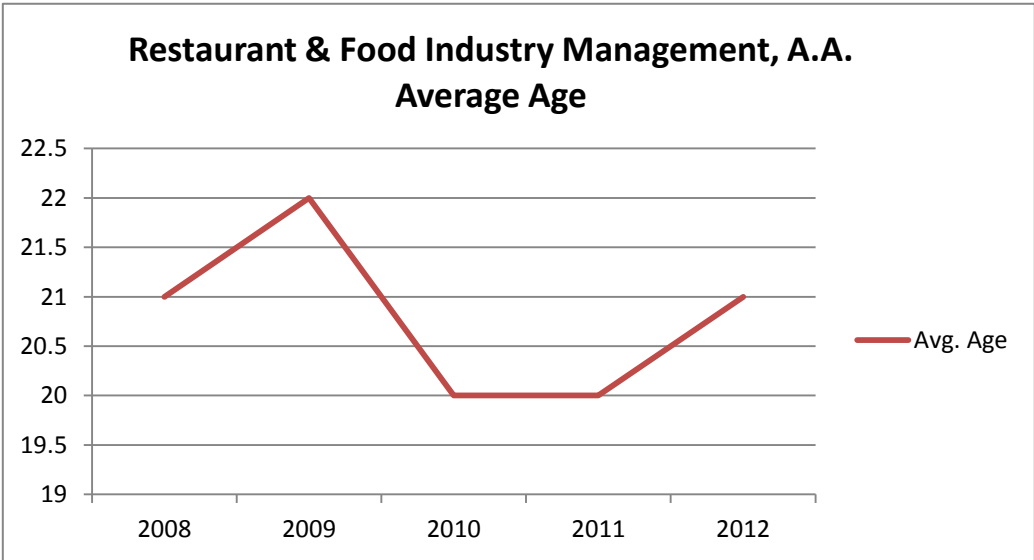
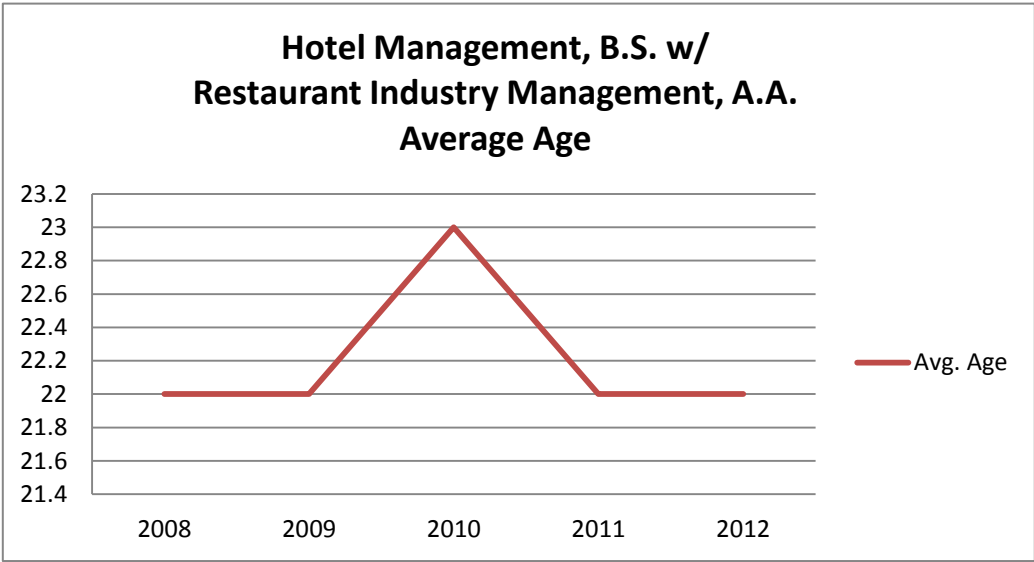
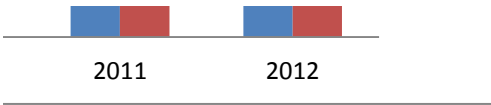


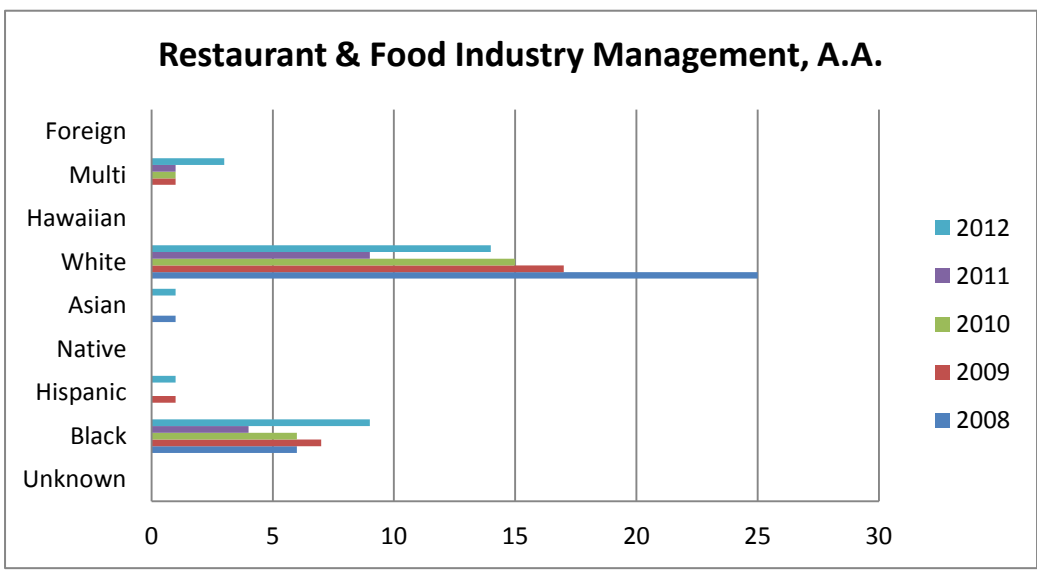
**Restaurant & Food Industry Management, A.A.
Gender**



anagement, A.A.

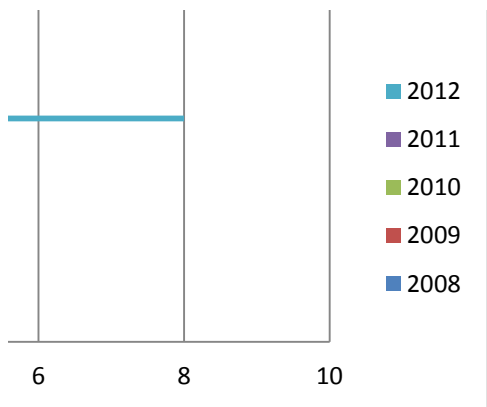




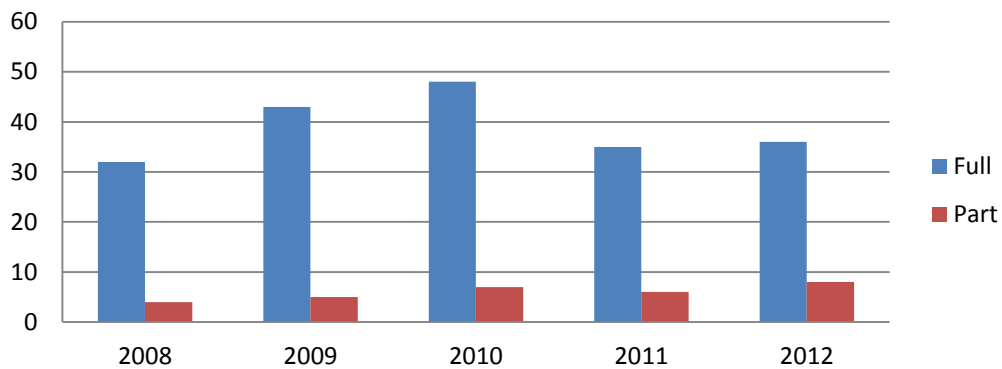


Management, A.A.

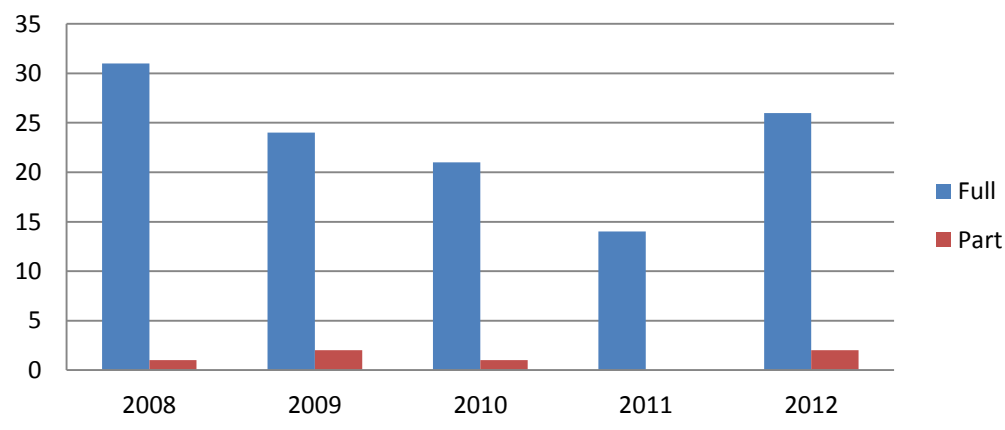
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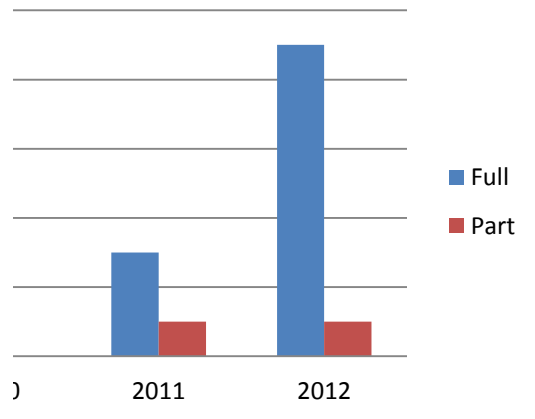
**Hotel Management, B.S. w/
Restaurant Industry Management, A.A.
Full vs. Part Time**



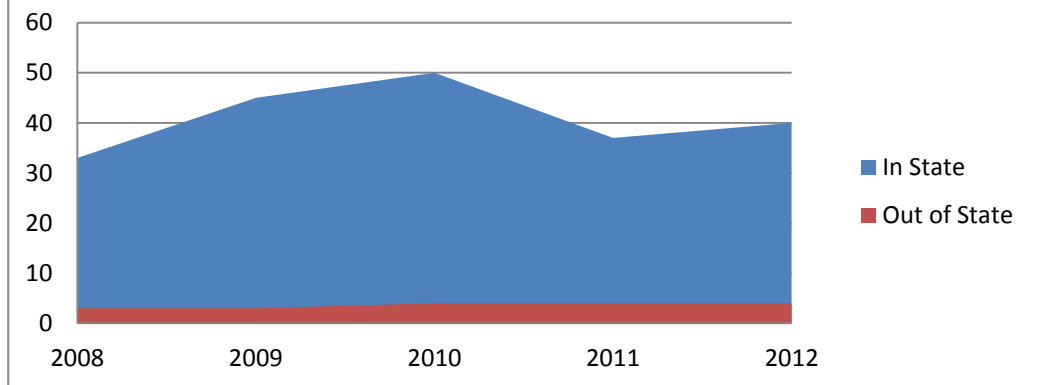
**Restaurant & Food Service Management, A.A.
Full vs. Part Time**



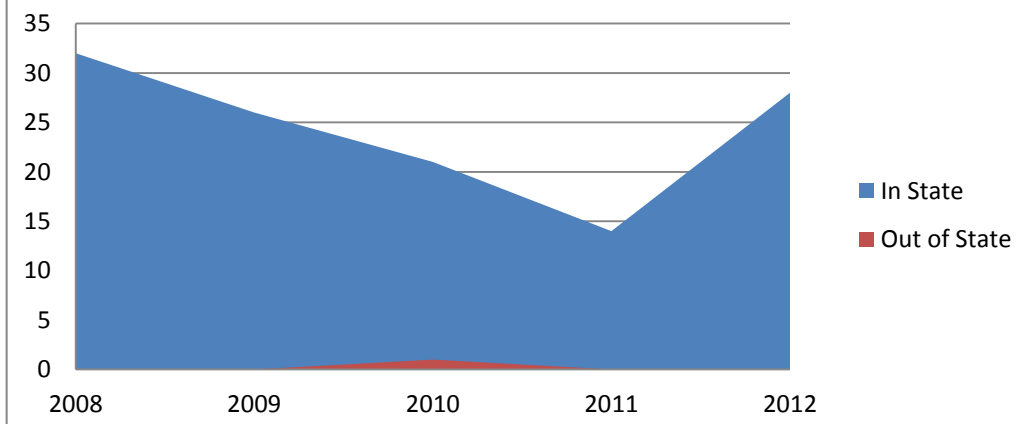
**Management, A.A.
Part Time**



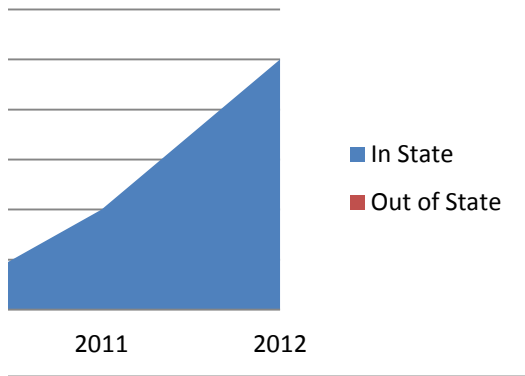
**Hotel Management, B.S. w/
Restaurant Industry Management, A.A.
Residency**



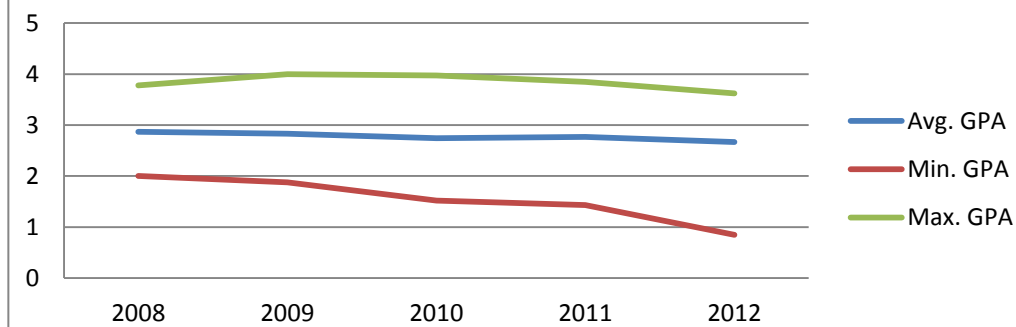
**Restaurant & Food Industry Management, A.A.
Residency**



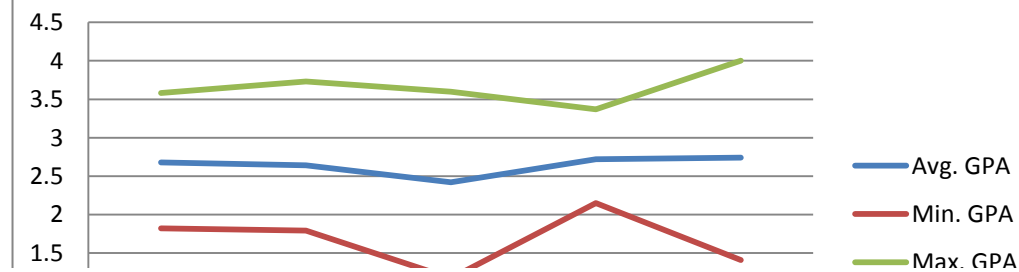
**e Management, A.A.
Agency**



**Hotel Management, B.S. w/
Restaurant Industry Management, A.A.
Current Student Average GPA**

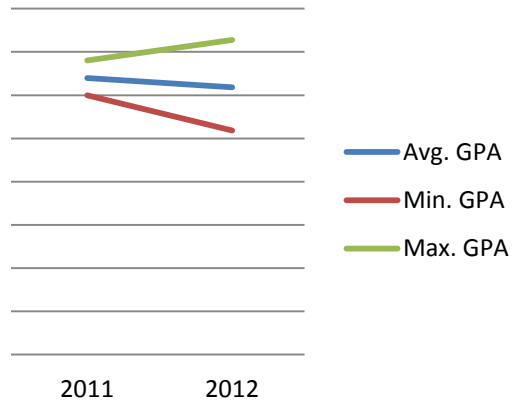


**Restaurant & Food Industry Management, A.A.
Current Student Average GPA**

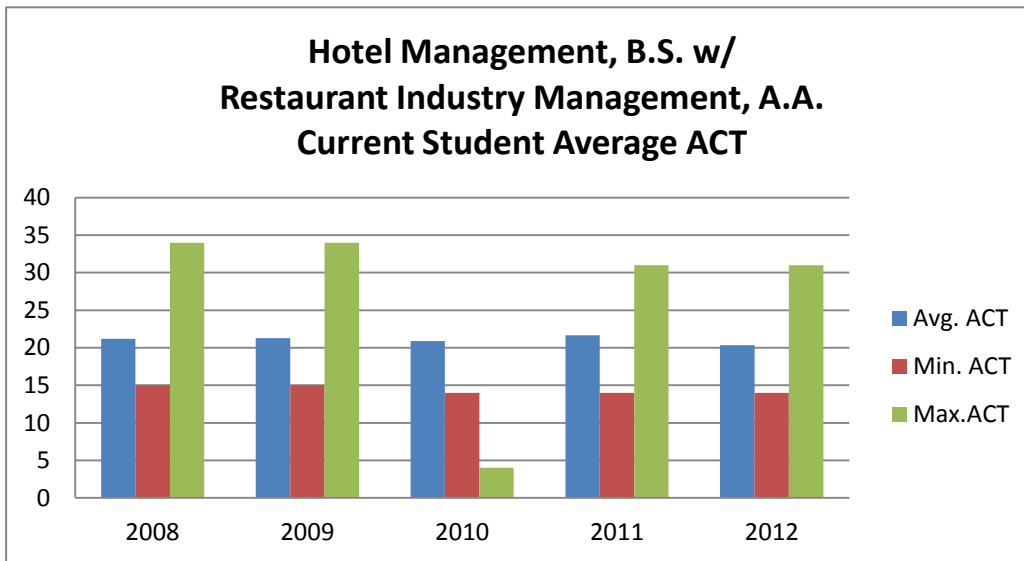




**e Management, A.A.
nt Average GPA**

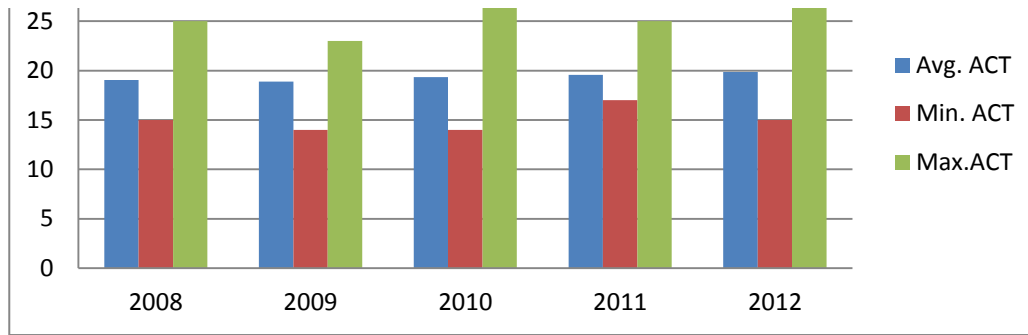


**Hotel Management, B.S. w/
Restaurant Industry Management, A.A.
Current Student Average ACT**

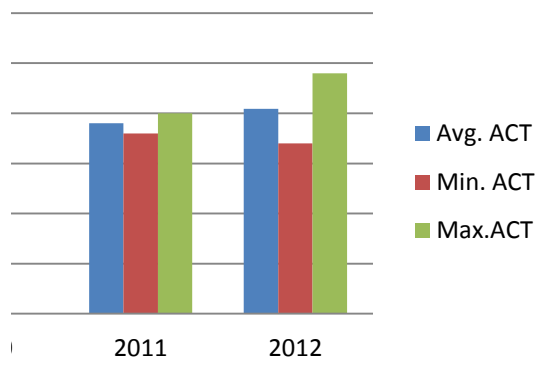


**Restaurant & Food Industry Management, A.A.
Current Student Average ACT**

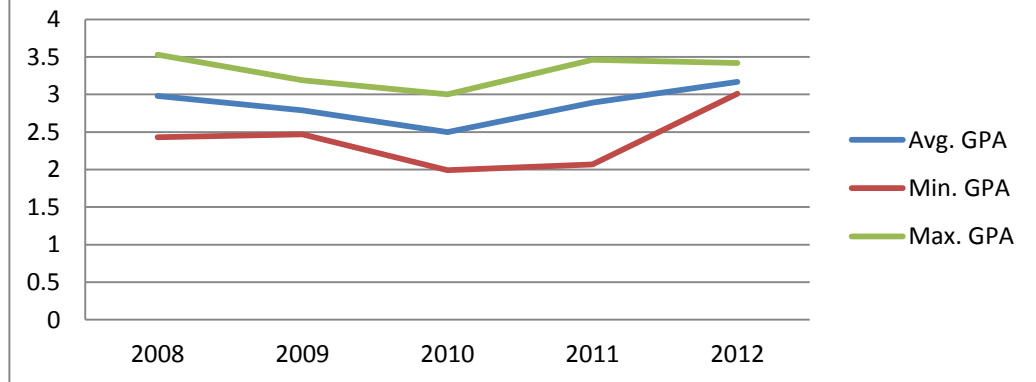




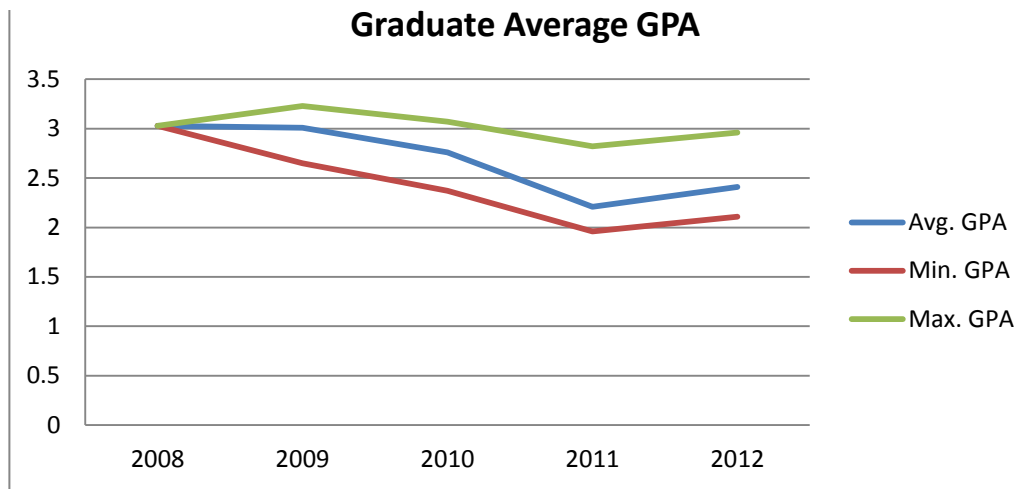
**Ice Management, A.A.
Student Average ACT**



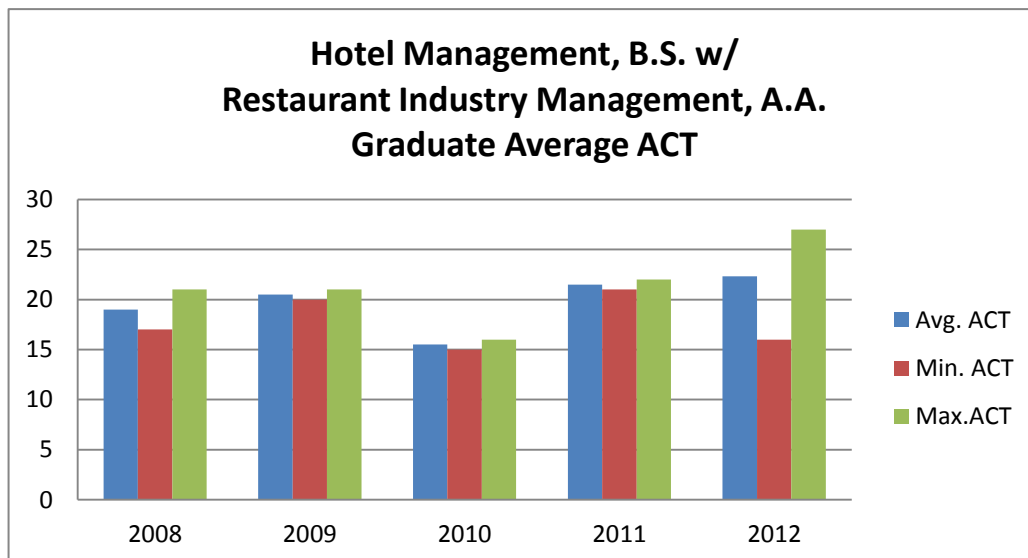
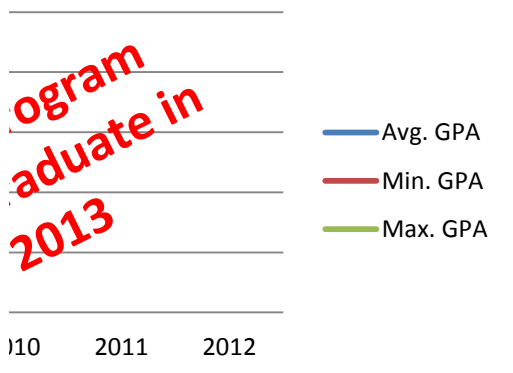
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Restaurant Industry Management, A.A.
Graduate Average GPA**

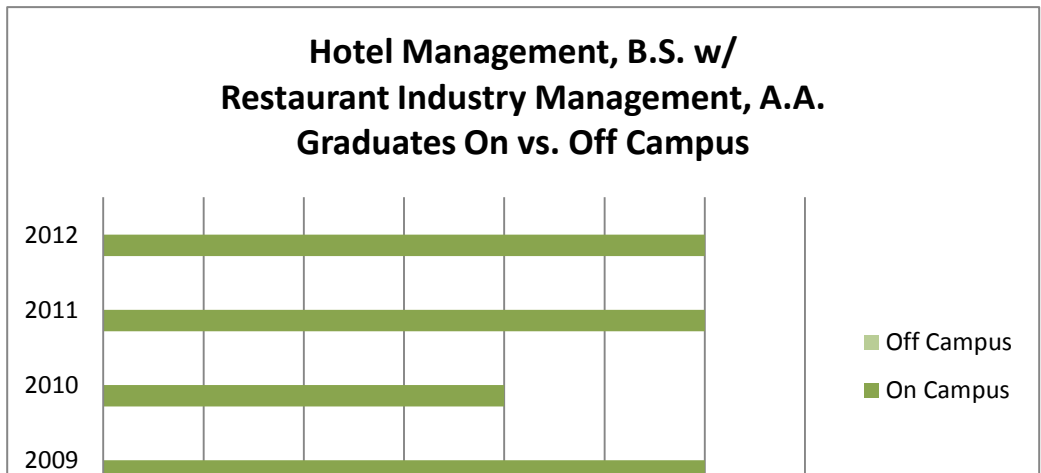
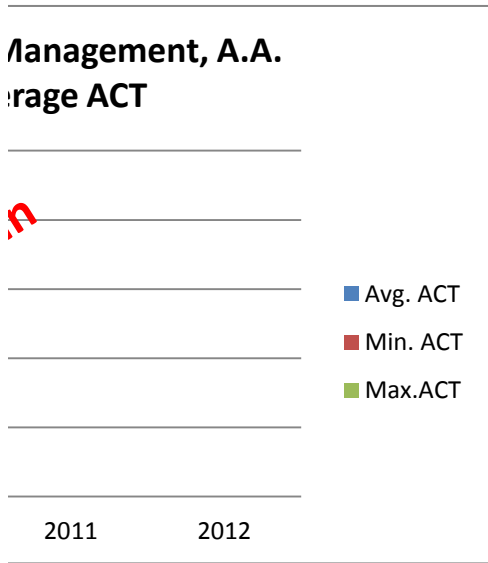
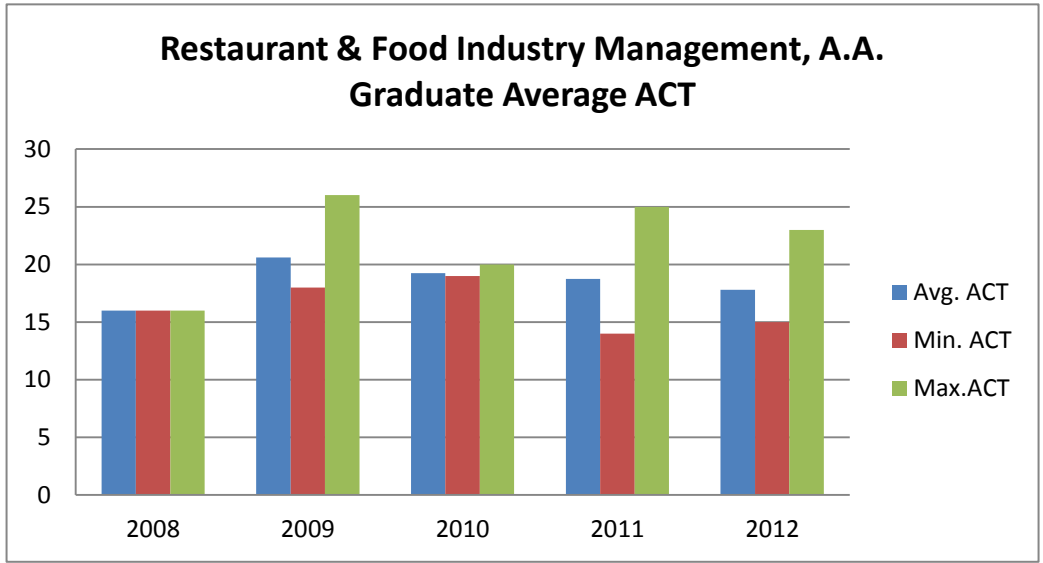


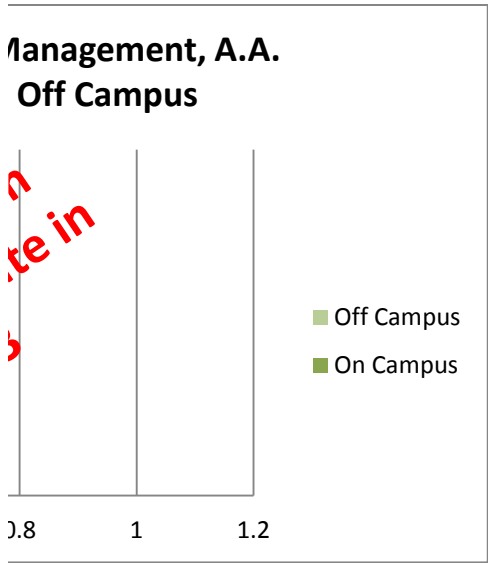
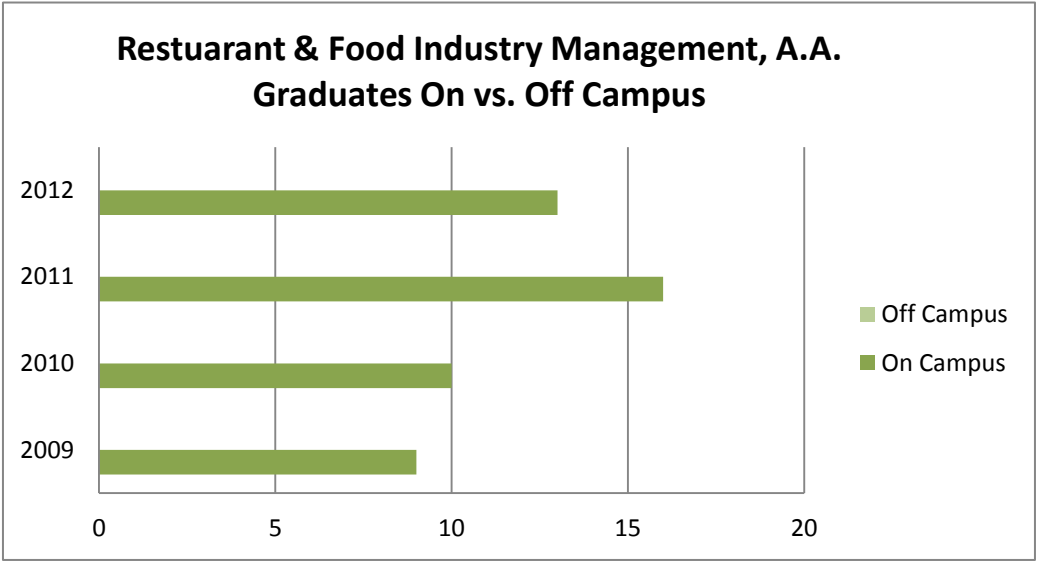
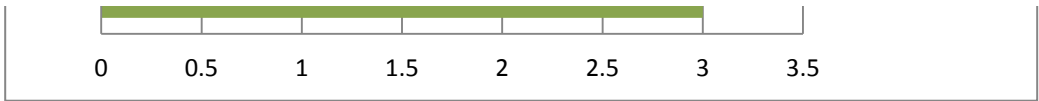
Restaurant & Food Industry Management, A.A.

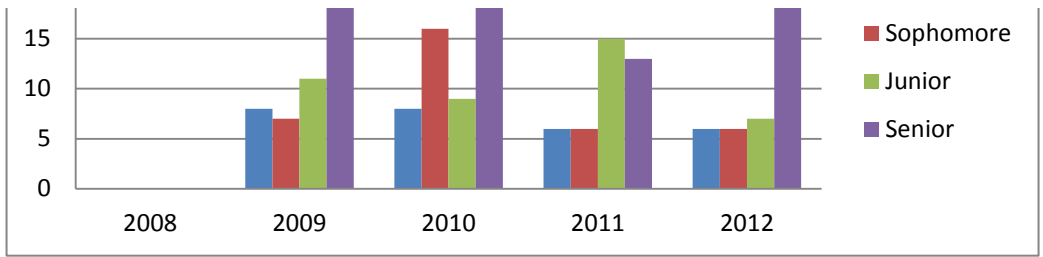


Service Management, A.A. Graduate Average GPA

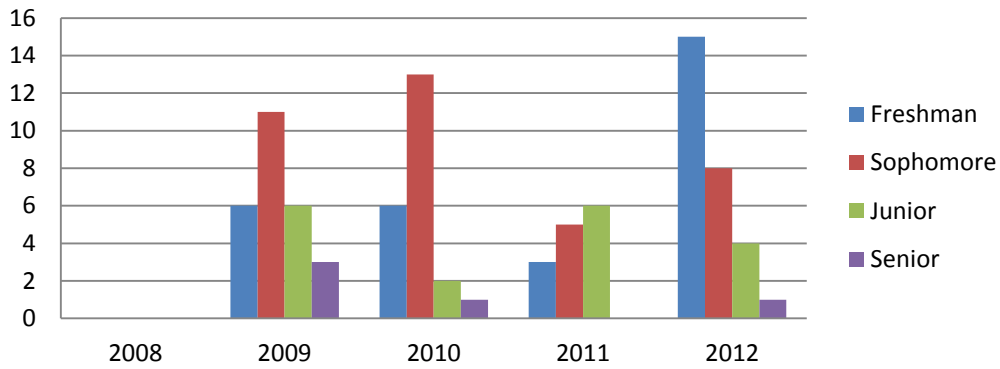




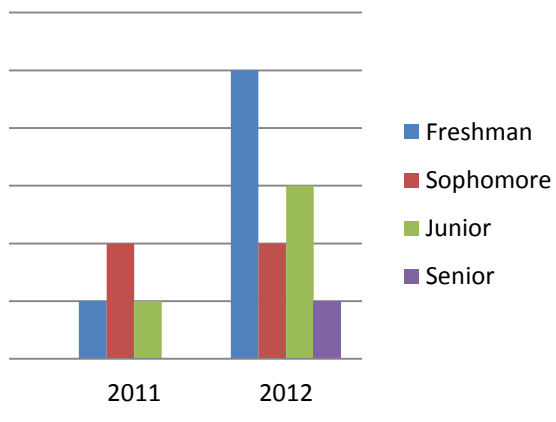




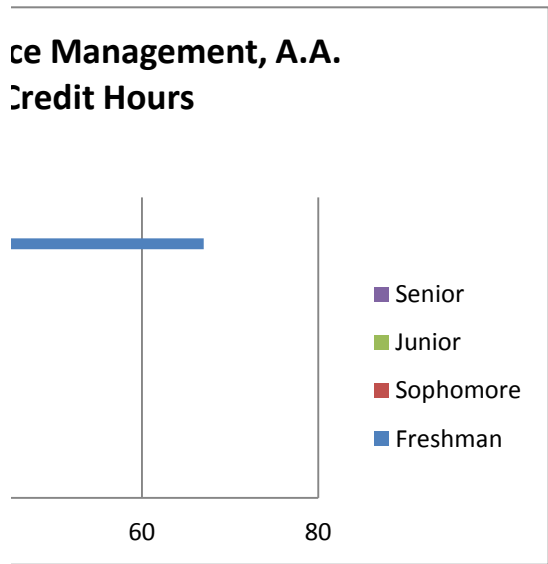
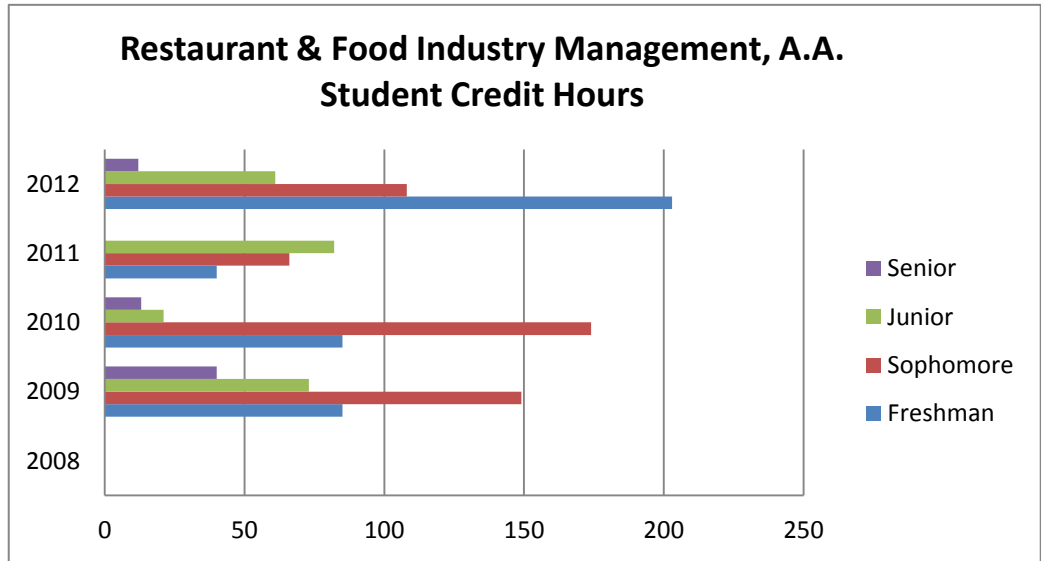
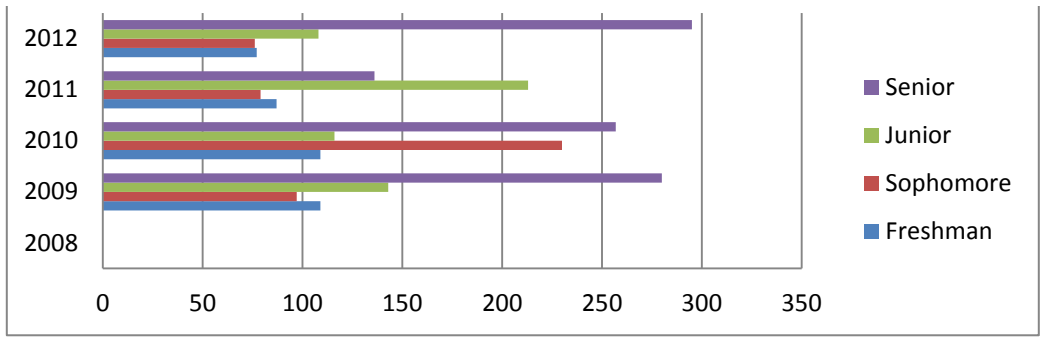
**Restaurant & Food Industry Management, A.A.
Headcounts**



**Food & Beverage Management, A.A.
Headcounts**



**Hotel Management, B.S. w/
Restaurant Industry Management, A.A.
Student Credit Hours**



Program - Dietary and Food Service Management (AAS) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ACCT 201	CAHS 122	CAHS 160	CAHS 222	CAHS 261	ECON 221	ENGL 150	ENGL 250	HCSA 336	MATH 117	MGMT 301	MRIS 102	RFIM 101	RFIM 113	RFIM 115	RFIM 127	RFIM 211	RFIM 214	RFIM 292	
nutritional education																				
Food Service														I	I	I				M, R
Manage personnel														I, R	I, R		I			I, M, R
HACCP guidelines														I, R			I			I, M, R
Business Operations															I, R	I, R	I, R			M, R

Program - Hotel Management (B.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ACCT 201	ACCT 202	BLAW 321	BUSN 499	COMM 121	ECON 221	ECON 222	ENGL 150	ENGL 250	ENGL 325	FINC 322	HOMT 301	HOMT 305	HOMT 392	HOMT 403	HOMT 404	HOMT 405	HOMT 499	ISYS 105	ISYS 321	MATH 115	MGMT 301	MGMT 370	MGMT 373	MKTG 321	RFIM 101	STQM 260	
Hotel Operations												A, I, R	A, I, R	A, M, R	I, R	A, I, M, R	I, R	M									I	
Sales and Marketing													I, R	M, R	R		I, R	M									I	
Legal Issues Within Hotel Operations			A, I, R									I, R	I, R	M, R	I, R	I, R	I, R	M									I	
Industry Immersion														A, I, M, R			R	M										

Program - Resort Management (B.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ACCT 201	ACCT 202	BLAW 321	BUSN 499	COMM 105	COMM 121	ECON 221	ECON 222	ENGL 150	ENGL 250	ENGL 325	FINC 322	HOMT 301	HOMT 305	HOMT 392	HOMT 403	HOMT 404	HOMT 405	HOMT 499	ISYS 321	MATH 115	MGMT 301	MGMT 370	MGMT 373	MKTG 321	RFIM 101	RFIM 211	STQM 260	
Sales and Marketing														I, R	M, R	R		I, R	M								I	I	
Resort Operation													R	I, R	M, R	I, R	I, R	I, R	M								I	I	
Legal Issues Within Resort Operations													I, R	I, R	M, R	I, R	I, R	I, R	M								I	I, R	
Industry Immersion															A, I, M, R			R	M										

Program - Restaurant and Food Industry Management (A.A.S.) - Curriculum

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ACCT 201	COMM 105	COMM 121	ECON 221	ENGL 150	ENGL 250	MATH 115	MGMT 301	MGMT 370	RFIM 101	RFIM 113	RFIM 115	RFIM 207	RFIM 211	RFIM 227	RFIM 292
Sanitation and Safety									R	I	A, I, M, R		R	A, I, R	R	R
Employability Skills	A, I, R	I, R	I, R	R	I, R	R	I, R	I, R	I, R	I	R	M, R	M, R	M, R	R	M, R
Industry Immersion											R				I, R	A, M, R
Food & Beverage Operations	I, R	I, R	I, R	R	I, R	I, R	I, R	I, M, R	I, M, R	I	I, R	A, I, R	A, I, R	A, I, R	I, R	A, I, M, R
Alcohol Awareness Certification																

**Unit Assessment Report - Four Column

Ferris State University Program - Hotel Management (B.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Hotel Management (B.S.) - Hotel Operations - Understand human resources, front office systems and principles along with critical thinking and problem solving.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Educational Institute of The American Hotel Lodging Association Certification Exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 80% or greater of the students taking exam will pass with a score of 70% or higher</p>	<p>07/20/2012 - 2010- 42 students took the final, 38 students received a 70% or higher on the certification final. That is an 90% success rate.</p> <p>2011- 38 students took the final exam, 31 students received a 70% or higher on the certification final. That is a 81% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>09/13/2010 - HOMT 301 Data- Certification Final</p> <p>Have at least 80% of student received a passing score of 70% on the certification offered by the American Hotel & Lodging Education Foundation for Facilities Management.</p> <p>2007- 45 students took the final, 40 students received a 70% or higher on the certification final. That is an 89% success rate.</p> <p>2008- 50 students took the final, 42 students received a 70% or higher on the certification</p>

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>final. That is an 84% success rate. 2009- 39 students took the final, 31 students received a 70% or higher on the certification final. That is an 80% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Program - Hotel Management (B.S.) - Industry Immersion - Students will be able to develop and execute hotel industry strategies through practical application of industry knowledge.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Completion of: Student Internship Information Form, Updated resume, Weekly journals, Internship Report, Employer Evaluations, Verification Letter containing information regarding hours, position worked, and timeframe, Photograph of students on the job</p> <p>Assessment Method Category: Internship Evaluation</p> <p>Criterion for Success: 70% or greater of students will pass (receive credit for) the Hotel Management Internship</p>	<p>07/20/2012 - HOMT 392: S2012: 100% (16/16) F2011: 100% (11/11) SU2011: 100% (55/55)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>07/20/2012 - Future tracking system will be developed to separate HOMT/REMG internships to increase accuracy of data</p>

**Unit Assessment Report - Four Column

Ferris State University Program - Resort Management (B.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospaitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Resort Management (B.S.) - Sales and Marketing - Create, construct and implement sales plans, marketing materials, and special event programs to promote hospitality business.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Student will succesfully complete the American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>07/20/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Program - Resort Management (B.S.) - Resort Operation - Understand human resources, front office systems and principles as well as demonstrate abilities in critical thinking and problem solving.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: through completion of required internship, as well as projects and individual presentations.</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: 80% or higher will successfully score 75% or higher on projects and individual presentation</p>	<p>07/20/2012 - For Spring 2011, Sections 001 & Educational Insitute of the American Hotel</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	& Lodging Association certification exam for Managing Front Office Operations. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.	002, students scored an average of 71 out of 100 possible or 71%. Of the students who took the exam 70% scored 70% or higher. Classification: Criterion Not Met Action: 2 - Pending Action	
Program - Resort Management (B.S.) - Legal Issues Within Resort Operations - Demonstrate an understanding of US legal systems, contract and tort theories, critical analysis of security and safety of guests within the hospitality industry. Outcome Status: Active	Assessment Method: Educational Institute of The American Hotel Lodging Association Certification Exam Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 80% or greater of students will get a score of 70% or higher	04/08/2010 - HOMT 404 Current pass rate on the certification exam is 80.85% for Ferris and nationally 73.65%. Classification: Criterion Met Action: 1 - No Action Required	
Program - Resort Management (B.S.) - Industry Immersion - Students will be able to develop and execute resort industry strategies through practical application of industry knowledge. Outcome Status: Active	Assessment Method: Completion of: Student Internship Information Form, Updated resume, Weekly journals, Internship Report, Employer Evaluations, Verification Letter containing information regarding hours, position worked, and timeframe, Photograph of students on the job Assessment Method Category: Internship Evaluation Criterion for Success: 70% or greater of students will pass (receive credit for) the Hotel Management Internship	07/20/2012 - S2012: 100% (16/16) F2011: 100% (11/11) SU2011: 100% (55/55) Classification: Criterion Met Action: 1 - No Action Required	07/20/2012 - Future tracking system will separate HOMT/REMG internships for better accuracy.

**Unit Assessment Report - Four Column

Ferris State University

Program - Restaurant and Food Industry Management (A.A.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Restaurant and Food Industry Management (A.A.S.) - Sanitation and Safety - Student will be able to demonstrate understanding of the relationships between microorganisms and contaminants to food borne diseases, a working knowledge of regulatory agencies, and the key concepts of an effective food safety training program.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2007</p> <p>End Date: 12/01/2020</p> <p>Outcome Status: Active</p>	<p>Assessment Method: National Restaurant Association's ServSafe Certification Exam for Food Safety</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 70% or greater of students who take the exam will pass with a score of 70% or higher</p> <p>Related Documents: TracDat for 113.xlsx</p>	<p>07/20/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
		<p>07/13/2012 - F2009 85.2% of students pass with a 75% or higher F2010 90.9% of students pass with a 75% or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
		<p>06/20/2012 - Fall 2008 Test 90% of students passed the ServeSafe Exam.</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>04/07/2010 - 200808- 91.6% of students passed with a 70% or higher 200708- 82.1% of students passed with a 70% or higher 200608- 85.0% of students passed with a 70% or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Program - Restaurant and Food Industry Management (A.A.S.) - Employability Skills - Understand and demonstrate resume writing, interviewing techniques, critical thinking, current industry technology skills.</p> <p>Outcome Types: Learning</p> <p>Start Date: 12/01/2007</p> <p>End Date: 12/01/2020</p> <p>Outcome Status: Active</p>	<p>Assessment Method: internship requirements</p> <p>Assessment Method Category: Internship Evaluation</p> <p>Criterion for Success: 70% of students will complete evaluation documents, biweekly journals, and submit written report for credit.</p>	<p>07/20/2012 - RFIM 292: S2012: 80% (4/5) F2011: 100% (3/3) SU2011: 100% (14/14)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Program - Restaurant and Food Industry Management (A.A.S.) - Industry Immersion - Students will be able to develop and execute food industry strategies through practical application of industry knowledge.</p> <p>Outcome Types: Learning</p> <p>Start Date:</p>	<p>Assessment Method: Completion of: Student Internship Information Form, Updated resume, Weekly journals, Internship Report, Employer Evaluations, Verification Letter containing information regarding hours, position worked, and timeframe, Photograph of students on the job</p> <p>Assessment Method Category:</p>	<p>07/20/2012 - RFIM 292: S2012: 80% (4/5) F2011: 100% (3/3) SU2011: 100% (14/14)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>04/07/2010 - 20905- 100% of students enrolled received credit for the Restaurant and Food Industry Internship</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>12/01/2007 End Date: 12/01/2020 Outcome Status: Active</p>	<p>Internship Evaluation Criterion for Success: 70% or greater of students will pass (recieve credit for) the Restaurant and Food Industry Internship</p>	<p>Classification: Criterion Met Action: 1 - No Action Required Related Documents: 200905.xlsx</p>	
<p>Program - Restaurant and Food Industry Management (A.A.S.) - Alcohol Awareness Certification - Student will be able to demonstrate understanding of strategies that ensure responsible alcohol service, promote professionalism, and enhance customer service skills. Start Date: 08/23/2010 Outcome Status: Active</p>	<p>Assessment Method: Student will achieve a passing score of 70% or higher on the Techniques for Intervention ProcedureS, Health Communications National Certification Exam. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 90% of students will achieve certificaiton.</p>	<p>07/20/2012 - S2012: 100% F2011: 100% S2011: 100% F2010: 100% S2010: 100% F2009: 100% Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 207 TIPS Completion.xlsx</p>	

Unit Course Assessment Report - Four Column

Ferris State University

Program - Dietary and Food Service Management (AAS)

Mission Statement: To prepare graduates to take the certification exam for the Certified Dietary Managers Association (DMA) Graduates manage the food service operations on a daily basis including patient services under a registered dietician.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2015-2016

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Accreditor Body - Secondary: Association of Nutrition and Food Science Professionals ANFP

Accreditor Body - Secondary: 2017-2018

Secondary Acad Yr of Next

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Adjustment Process - Understand and apply accrual versus cash basis; understand revenue and matching principles; apply adjusting entries for accruals; apply adjusting entries for deferrals; understand and discuss ethical issues related to the adjustment process. (Created By Z - ACCT Courses)	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Define Accounting - Discuss accounting uses; explain the history of accounting and the accounting profession; understand types of business organizations; understand and use financial statement elements; understand and use financial	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
reporting; understand international accounting standards; understand ethical issues related to financial reporting. (Created By Z - ACCT Courses) Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions in Merchandising Operations - Understand perpetual and periodic inventory systems; understand and apply the multi-step income statement format; discuss ethical issues related to merchandising operations. (Created By Z - ACCT Courses)	Assessment Method: Homework Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of the class receives a 75%		
Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Current & Contingent Liabilities - Understand and explain notes payable and interest expense; understand the impact of product warranties; understand liabilities related to payroll; explain the need for contingent liabilities; demonstrate financial statement presentation of current liabilities; discuss ethical issues related to current liabilities. (Created By Z - ACCT Courses)	Assessment Method: Homework Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of the class receives a 75%		
Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Long-Term Liabilities - Understand and discuss types of long-term debt; understand the accounting for bonds process; understand accounting for interest on bonds; understand how to account for premiums and discounts; demonstrate financial statement presentation of long-term liabilities; discuss ethical issues related to long-term liabilities. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Stockholders' Equity - Understand characteristics of the corporate form of organization; understand key components of stockholders' equity; understand accounting procedures for issuing shares of stock; understand accounting and reporting of preferred stock; understand accounting for dividend distributions; demonstrate financial statement presentation of stockholders' equity; discuss ethical issues related to stockholders' equity. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - CAHS Courses - CAHS 160 - Nutrition for Healthy Living - Knowledge 1 - Identify food sources for each of the following nutrients: carbohydrates, proteins, fats, vitamins and minerals. (Created By Z - CAHS Courses)</p> <p>Start Date: 12/16/2009</p>	<p>Assessment Method: Exam #1 on carbs, protein & fats</p> <p>Exam #2 on vitamins & minerals</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	Criterion for Success: 90% of students completing each exam will earn a grade of 75% or higher		
Z - CAHS Courses - CAHS 160 - Nutrition for Healthy Living - Knowledge 2 - Evaluate a menu based upon established upon established nutritional standards. (Created By Z - CAHS Courses) Start Date: 12/16/2009 Course Outcome Status: Active	Assessment Method: Nutritional Analysis Project - Grading Rubric Assessment Method Category: Project/Model/Invention Criterion for Success: 90% of students completing the nutritional analysis project will earn a grade of 75% or higher as reflected on the grading rubric.		
Z - CAHS Courses - CAHS 160 - Nutrition for Healthy Living - Knowledge 3 - Recommend appropriate modifications of a menu based on nutritional standards for different ages and activity levels. (Created By Z - CAHS Courses) Start Date: 12/16/2009 Course Outcome Status: Active	Assessment Method: Designated exam questions Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 90% of students completing the desinated exam questions will earn a grade of 75% or higher.		
Z - CAHS Courses - CAHS 160 - Nutrition for Healthy Living - Knowledge 4 - Evaluate nutritional information found in current media sources for applicability to a health lifestyle. (Created By Z - CAHS Courses) Start Date: 12/16/2009 Course Outcome Status: Active	Assessment Method: Assignment: Website supplemental search for nutritional information - grading rubric Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: 90% of students who complete the website supplement search assignment will earn a grade of 75% or higher on this assignment.		
Z - CAHS Courses - CAHS 160 - Nutrition for Healthy Living - Knowledge 5 - Interpret food label information as it applies to healthy food choices (Created By Z - CAHS Courses)	Assessment Method: Designated exam questions Assessment Method Category: Test - Internally Developed - Pre/Post or Post		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 12/16/2009 Course Outcome Status: Active	Criterion for Success: 90% of students completing the designated exam questions will earn a grade of 75% or higher		
Z - CAHS Courses - CAHS 160 - Nutrition for Healthy Living - Knowledge 6 - Identify the components of exercise and nutrition which promotes a healthy lifestyle for different ages (Created By Z - CAHS Courses) Start Date: 12/16/2009 Course Outcome Status: Active	Assessment Method: Final Exam: Designated questions Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 90% of students completing the designated exam questions will earn a grade of 75% or higher		
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 1 - Distinguish the concepts of economic allocation, possibility, efficiency, and growth (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate of correct answers on tests and/or quizzes.	12/09/2011 - Spring 2009 74.5 Spring 2010 74.62 Classification: Criterion Met Action: 1 - No Action Required	
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 2 - Apply the Supply & Demand model to determine market equilibrium and changes in equilibrium (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes	12/09/2011 - Spring 2009 71.05 Spring 2010 72.2 Classification: Criterion Met Action: 1 - No Action Required 08/31/2010 - see related document for ECON 221 outcome 2 result Classification: Criterion Met Action: 1 - No Action Required Related Documents: Econ 221-outcome 2 asmnt-4-10.xlsx	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 3 - Identify the major components of the economy?s circular flow model (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 4 - Identify the meaning, measurement, and causes of unemployment and inflation (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 5 - Distinguish the major types of economic stabilization policies (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #1 - Students who successfully complete the course will be able to analyze the context and purpose of a writing problem. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #2 - Students who successfully complete the course will be able to develop ideas and find reliable resources for their writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #3 - Students who successfully complete the course will be able to state and support assertions. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ENGL Courses - ENGL 150 - English 1 - #4 - Students who successfully complete this course will be able to assess sources and information. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #5 - Students who successfully complete the course will be able to organize their ideas effectively. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #6 - Students who successfully complete the course will be able to choose words and tone of voice appropriate to a given audience. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 06/01/2009</p>	<p>the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #7 - Students who successfully complete the course will be able to edit a document in order to achieve more consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #8 - Students who successfully complete the course will be able to demonstrate progress towards standard grammar usage, mechanics, and punctuation. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #9 - Students who successfully complete the course will be able to improve their content and style using feedback and revision. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #10 - Students who successfully complete the course will be able to demonstrate reflection and awareness of their own writing processes. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ENGL Courses - ENGL 250 - English 2 - Purpose - 1. Purposes for Writing: Upon completion of ENGL 250, students should be able to analyze and define the purpose of their writing. They will demonstrate an ability to understand writing context; inform a reader using a synthesis of supporting material; and argue a position or make an evaluation with supporting reasons and evidence. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Problem solving - 2. Problem Solving/Researching/Documentation: Upon completion of ENGL 250, students should be able to locate information appropriate to their writing and know how to document it. They will generate a focused and workable research thesis; retrieve information from various reliable sources, including the library; recognize and use correctly primary and secondary sources of information and use both correctly; evaluate information found in sources; identify and evaluate the arguments/positions of others; and document sources appropriately. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Audience - 3. Awareness and Knowledge of Audience: Upon completion of ENGL 250, students should be able to analyze and define the needs of their intended audience. They will adapt their writing to</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. 		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>the knowledge level of their readers; adapt their writing to readers? values, attitudes, and needs; anticipate and answer readers? questions and/or objections; and use vocabulary and tone appropriate for their readers. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Organizing - 4. Organizing: Upon completion of ENGL 250, students should be able to analyze the writing task and choose appropriate methods of organization. They will produce an outline for an extended document; demonstrate appropriate and effective organization for an extended document; provide appropriate contexts for material from sources; and insert visuals where appropriate. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Editing - 5. Editing: Upon completion of ENGL 250, students should be able to produce effective written communication, demonstrating appropriate use of language, sentence structure, and grammar. They will avoid common grammatical errors of standard English; quote accurately; vary sentence length and style for rhetorical purposes; use concise language; use correct grammar, syntax, punctuation, and spelling; and maintain a consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ENGL Courses - ENGL 250 - English 2 - Collaborating - 6. Collaborating: Upon completion of ENGL 250, students should be able to work effectively with others to produce and/or revise written materials. They will collaborate with the instructor and others; critique others' drafts; and use peer review to revise their own writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these: 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - HCSA Courses - HCSA 336 - Health Care Supervisory Practices - Critical Thinking & Problem Solving - Develop tools for the interview process (Created By Z - HCSA Courses)</p> <p>Start Date: 01/26/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Develop matrix to assess received resumes</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 75% of students will receive 80% or higher</p>	<p>12/14/2012 - 71 of 72 students met this outcome 99% met</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>12/14/2012 - Continue to monitor Assessment method will be reviewed and revised for Spring 2013</p>
		<p>08/08/2012 - 21 of 22 students met this outcome 95% met</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>08/08/2012 - continue to monitor</p>
		<p>05/04/2012 - 94% met</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>08/19/2011 - 14/16 90%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>05/13/2011 - 44 of 46 students met this outcome 95% met</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>01/26/2011 - 90% of students earned 80% or higher. Classification: Criterion Met Action: 3 - Action Completed</p>	<p>05/13/2011 - Continue to monitor</p> <hr/> <p>01/26/2011 - Will continue to monitor, review and revise in Spring 2011</p> <hr/>
<p>Z - HCSA Courses - HCSA 336 - Health Care Supervisory Practices - Thinking and Problem Solving - Develop policies and procedures (Created By Z - HCSA Courses)</p> <p>Start Date: 01/26/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Develop an HR policy which addresses hiring a licensed direct patient care provider</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: 75% of students will receive 80% or higher</p>	<p>12/14/2012 - 65 of 72 students met this outcome 90% met</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>08/08/2012 - 18 of 22 students met this outcome 81% met</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>05/04/2012 - 94% met</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p>	<p>12/14/2012 - Continue to monitor Assessment method will be reviewed and revised for Spring 2013</p> <hr/> <p>08/08/2012 - continue to monitor</p> <hr/>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		08/19/2011 - 11/16 75% Classification: Criterion Met Action: 1 - No Action Required	08/19/2011 - Spend more time and provide more examples on crating the matrix _____
		05/13/2011 - 45 of 46 students met this outcome 96% met Classification: Criterion Met Action: 1 - No Action Required	05/13/2011 - Continue to monitor _____
		01/26/2011 - 90%of students earned 80% or higher Classification: Criterion Met Action: 3 - Action Completed	01/26/2011 - Will continue to monitor, review and revise in Spring 2011 _____
Z - HCSA Courses - HCSA 336 - Health Care Supervisory Practices - Professional & Ethical Behaviors, Communications - Develop an orientation project (Created By Z - HCSA Courses) Start Date: 01/26/2011 Course Outcome Status: Active	Assessment Method: Students will choose a management topic to research, prepare and present Assessment Method Category: Project/Model/Invention Criterion for Success: 75% of students will receive 80% or higher	12/14/2012 - 67 of 72 students met this outcome 93 % met Classification: Criterion Met Action: 1 - No Action Required 08/08/2012 - 21 of 22 students met this outcome 95% met Classification: Criterion Met Action: 1 - No Action Required 05/04/2012 - 94% met Classification: Criterion Met	12/14/2012 - Continue to monitor _____ 08/08/2012 - continue to monitor _____

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required 08/19/2011 - 16/16 100%	
		Classification: Criterion Met Action: 1 - No Action Required	
		05/13/2011 - 44 of 46 students met this outcome 95% met	05/13/2011 - Continue to monitor
		Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2011 - 90% of students earned 80% or higher.	01/26/2011 - Will continue to monitor, review and revise in Spring 2011
		Classification: Criterion Met Action: 3 - Action Completed	

<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Skill: Solving Algebraic Equations & Inequalities - Students will be able to solve a variety of equations and inequalities (e.g. linear equations and inequalities, quadratic equations, exponential equations, and linear systems of equations and inequalities in 2 variables.) (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>
<p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Skill: Understanding & Constructing Graphs - Students will be able to construct graphs of functions and determine and apply characteristics of graphs (e.g. calculate slope, calculate intercepts, graph lines, graph exponential functions, graph logarithmic functions, graph quadratic functions, determine the vertex of a parabola, use graphical procedures to solve linear programming applications.) (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Skill: Solving Financial Applications - Students will be able to choose and apply appropriate formulas to solve financial applications (e.g. simple and compound interest, effective annual yield, income tax, investment, short and long term loans.) (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Skill: Solving Geometric Applications - Students will be able to choose and apply appropriate formulas to solve geometric applications (e.g. convert measurements, calculate perimeters, areas, volumes.) (Created By Z</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>- MATH Courses) Assessment Cycles: Learning Start Date: 08/29/2011 Course Outcome Status: Active</p>	<p>At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Skill: Solving Basic Probability Applications - Students will be able to choose and apply appropriate counting techniques to solve counting and probability applications (e.g. permutations, combinations, multiplicative rule, classic probability.) (Created By Z - MATH Courses) Assessment Cycles: Learning Start Date: 08/29/2011 Course Outcome Status: Active</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course. Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Skill: Performing Basic Statistics - Students will be able to perform basic statistical tasks with data (e.g. organize data with graphical displays, interpret and answer questions using graphical displays, calculate descriptive statistics, apply the normal distribution table.) (Created By Z - MATH Courses) Assessment Cycles: Learning Start Date: 08/29/2011 Course Outcome Status: Active</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course. Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Basic Algebra - Students will be able to simplify algebraic</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes,</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>expressions, solve linear equations and application problems. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Solving - Students will be able to set up ratios and proportions, solve linear inequalities and quadratic equations. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Graphing & Systems - Students will be able to graph and analyze functions; solve a system of equations and inequalities in two variables; and apply these concepts to linear programming problems. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Metric & English Systems - Students will be able to use the metric system to find the perimeter, area and volume of an object and change back from metric form to English form and back. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status:</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
No Longer an Outcome			
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Polygons - Students will be able to identify the features of a polygon and find the area, perimeter or circumference and volume of a polygon. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Interest Application - Students will be able to use the percent formula to solve problems, calculate simple and compound interest, analyze installment buying and create an amortization table for a mortgage. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Probability - Students will be able to use the counting principle, permutations and combination formulas and apply these formulas to solve probability problems. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Statistical Display - Students will be able to gather, organize and analyze data by constructing a frequency distribution, histogram and</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>frequency polygon. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Statistical Measures - Students will be able to find the mean, median, mode, range and standard deviation of a set of data. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 117 - Contemporary Mathematics - Normal Distributions - Students will be able to use the Normal Distribution to determine the probability of an event occurring. (Created By Z - MATH Courses)</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 1 - Compare and contrast the complexities of management and leadership (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Exams and Quizzes: Achieve grade of 75% or better</p> <hr/> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 2 - Demonstrate the ability to gather and analyze critical information necessary for decision making. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 3 - Work in teams to complete research and assignments. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 4 - Present ideas clearly, concisely, and professionally before an audience. (Created By Z - MGMT</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Presentation(Oral) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 5 - Analyze a diverse array of organizational components and recommend improvements. (Created By Z - MGMT Courses)	Assessment Method: Exam / Quiz Assessment Method Category: Z - Other - specify Criterion for Success: Achieve grade of 75% or better		
Start Date: 12/02/2009	Assessment Method: Project Assessment Method Category: Project/Model/Invention Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
Course Outcome Status: Active	Assessment Method: Paper Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Case Study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 6 - Assess the styles and motivators of themselves and others. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper,</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	journal, newsletter, etc.) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Case Study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Presentation Assessment Method Category: Presentation(Oral) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Discussion Assessment Method Category: Z - Other - specify Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.		
Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 7 - Explain change and its impact on individuals and groups. (Created By Z - MGMT Courses) Start Date: 12/02/2009	Assessment Method: Exam / Quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success:		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	Achieve grade of 75% or better.		
	Assessment Method: Project Assessment Method Category: Project/Model/Invention Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Paper Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Case Study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Presentation Assessment Method Category: Presentation(Oral) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
Assessment Method: Discussion			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 8 - Evaluate the strengths of diversity, culture, and globalization and their impact on organizations. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p>		
<p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better;</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Resource Familiarity - For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: written report about their experience outlining their familiarity with campus resources. Graded on grammar, and level of comprehension of subject matter.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p> <p>F2008: 97.4% (37/38)</p> <p>F2007: 96.7% (30/31)</p> <p>F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Student Awareness of Academic and Personal Services - For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center). (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Guest speaker from the field presents and then facilitates a learning style project with the students. Grading is based on participation. Assessment Method Category: Project/Model/Invention Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Understanding of Wellness issues - For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD?s). (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Students attend oral presentation and submit written critique of speaker Assessment Method Category: Presentation(Oral) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required <hr/> 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Time Management - For	Assessment Method: Students attend workshop and submit	05/31/2013 - F2012: 75% (21/28) Classification:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>students to develop effective time management strategies. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>written report.</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p> <p>F2008: 97.4% (37/38)</p> <p>F2007: 96.7% (30/31)</p> <p>F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Study Skills - For students to understand how to apply basic study skills techniques to the academic courses. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students attend presentation on study skills techniques. Written report on session.</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p> <p>F2008: 97.4% (37/38)</p> <p>F2007: 96.7% (30/31)</p> <p>F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Differences and Similarities throughout Ferris - For students to understand and learn to appreciate differences and similarities among the</p>	<p>Assessment Method: 70% of students achieve a final grade of 70% or higher for the course</p> <p>Assessment Method Category: Presentation(Oral)</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>members of the diverse Ferris community. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: attendance</p>	<p>07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Advising - For students to receive academic advising and technical assistance to insure appropriate registration for the next semester. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Student must meet with advisor face to face.</p> <p>Assessment Method Category: Interview</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Participation - For encouragement of students to be active participants and contributors in campus and community activities. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p>	<p>Assessment Method: Written report on a minimum of one activity that student participated in.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23)</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
End Date: 08/29/2011 Course Outcome Status: Active	or higher for the course	F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Integrity and Classroom Etiquette - For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: essay is written on course outcome and critiqued Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required <hr/> 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Program Offerings and Internship Procedure - For students to know about and understand the Hospitality Programs offerings and internship procedure. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status:	Assessment Method: student attends presentation and written report is critiqued Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required <hr/> 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active		Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
<p>Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Sanitation and Safety - Student will be able to demonstrate understanding of the relationships between microorganisms and contaminants to food borne diseases, a working knowledge of regulatory agencies, and the key concepts of an effective food safety training program. (Created By Z - RFIM Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: National Restaurant ServSafe Certification Examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Student Passes Exam with 70% or higher.</p> <p>Related Documents: TracDat for 113.xlsx</p>	<p>07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	<p>07/17/2012 - Develop certification practice test for Fall 2012 semester</p>
<p>Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Food handling practices - The student will be able to identify distinguish unsafe food handling practices through a strong understanding of safety control procedures during lab exercises, field experiences, and on written examinations. Application to program outcomes 1 & 2 (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: National Restaurant ServSafe Certification Examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Student Passes Exam with 70% or higher.</p>	<p>07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Microorganisms and Food Borne Diseases - The student will be able to identify and evaluate the relationships of microorganisms and contaminants to food borne diseases during lab exercises, on written examinations, and through group</p>	<p>Assessment Method: National Restaurant ServSafe Certification Examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success:</p>	<p>07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>presentation. Application to program outcomes 2 & 4 (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Student Passes Exam with 70% or higher.</p>	<p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Cleanliness and Sanitation procedures - The student will recognize and be able to effectively implement industry standards and operating procedures for cleanliness and sanitation as demonstrated during lab exercises, field experiences, and on written examinations. Application to program outcomes 1 & 2 (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: National Restaurant ServSafe Certification Examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Student Passes Exam with 70% or higher.</p>	<p>07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Sanitation Management - The student will be able to explain the basic goals of sanitation management and illustrate a working knowledge of regulatory agencies during lab exercises and written examinations. Application to program outcomes 1,2 & 4 (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: National Restaurant ServSafe Certification Examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Student Passes Exam with 70% or higher.</p>	<p>07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Food Safety - The student will</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>able to institute the key concepts of effective food safety training and management programs as practiced and demonstrated through written examinations and field experiences. Application to program outcomes 1 & 3 (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: National Restaurant ServSafe Certification Examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Student Passes Exam with 70% or higher.</p>	<p>07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - Basic Food Occupation Math - The student will be able to demonstrate basic food service business mathematical skills. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Pretest and Posttest designed by Strianese and Strianese in "Math Principles for Food Service Occupations"</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 80% of students will achieve a score of 75% or higher on the posttest</p> <p>Related Documents: Posttest</p>	<p>02/01/2011 - 90% of students scored 75% or higher on the posttest.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008 Posttest Scores</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - The Five Areas of Cost Control - Students will demonstrate an understanding of cost control methods in five areas of foodservice operation activities: Purchasing, Receiving, Storing, Issuing, and Production. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 80% of students will earn a score of 75% or higher</p> <p>Related Documents: Unit I Exam</p>	<p>02/01/2011 - 85% of students earned a score of 75% or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008Unit 1 Scores</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - Units, Conversions, Yields, Cost Percentages and Menu Pricing - The student will be able to determine cost</p>	<p>Assessment Method: Written examination</p> <p>Assessment Method Category:</p>	<p>02/01/2011 - 80% of students earned a score of 75% or higher</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>percentages for recipes and develop menu prices and will demonstrate an understanding of both customary and metric units of measure, as well as an ability to successfully complete conversions and develop yield percentages. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 80% of students will earn a score of 75% or higher</p> <p>Related Documents: Unit II Exam</p>	<p>Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008Unit 2 Scores</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - Front of the House Managerial Accounting and Labor Cost Control - The student will be able to utilize concepts to control labor costs and demonstrate an understanding of front of the house managerial mathematical operations, personal taxes, payroll, and financial statements. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 80% of students will earn a score of 75% or higher</p> <p>Related Documents: Unit III Exam</p>	<p>02/01/2011 - 95% of students earned a score of 75% or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008Unit 3 Scores.xlsx</p>	
<p>Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Understand food and beverage operations - Apply principles of sanitations, safety, and knife handling in lab (Created By Z - RFIM Courses)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Observation of classwork during lab session</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Points scored per lab session</p>	<p>07/01/2012 - Spring 2010- Of the students completing the lab portion of the class, the average lab grade for this class of 17 students was 91.3%, this is an A-average. There was one student whose lab average was 73%, all other students lab grades were 81% or higher.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 127 lab grades 2010</p> <p>07/01/2012 - Spring 2011-Of the students completing the lab portion of the class, the average lab grade for this class of 18 students was 92.7%, this is an A-average. There was one</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>student whose lab average was 82%, all other students lab grades were 85% or higher. Classification: Criterion Met Action: 1 - No Action Required Related Documents: 127 lab grades 2011</p> <p>07/01/2012 - Spring 2012- Of the students completing the lab portion of the class, the average lab grade for this class of 17 students was 91.9%, this is an A-. There was one student whose lab average was 78%, all other students lab grades were 85% or higher. Classification: Criterion Met Action: 1 - No Action Required Related Documents: 127 lab grades 2012</p>	
	<p>Assessment Method: Internally developed test Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>		
<p>Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Food and Beverage Operations - Identify commonly used commercial kitchen tools, utensils, and small wares. (Created By Z - RFIM Courses) Start Date: 01/10/2011 Course Outcome Status: Active</p>	<p>Assessment Method: Observation of classwork during lab session Assessment Method Category: Observations (e.g. Clinical or Field) Criterion for Success: Points scored per lab session</p>		
<p>Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Food and Beverage Systems - Demonstrate ability to use accurate measurement and accurately</p>	<p>Assessment Method: Observation of classwork during lab session Assessment Method Category: Observations (e.g. Clinical or Field)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>follow recipes (Created By Z - RFIM)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: Points scored per lab session</p>		
<p>Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Food and Beverage Principles - Describe different methods of cooking such as braising, poaching, broiling, etc (Created By Z - RFIM Courses)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Observation of classwork during lab session</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Points scored per lab session</p>		
<p>Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Food Techniques - Classify and prepare stocks, soups, sauces, and thickening agents (Created By Z - RFIM Courses)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Observation of classwork during lab session</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Points scored per lab session</p>		
<p>Course Outcome Status: Active</p>		<p>06/22/2012 - Spring 2010- 20 students enrolled in class, 18 students received a grade of C or higher. That is a 90% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Course Outcome Status: Active</p>		<p>06/22/2012 - Spring 2009- 17 students enrolled in class, 16 students received a grade of C or higher. That is an 94% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Course Outcome Status: Active</p>		<p>06/22/2012 - Spring 2008- 16 students enrolled in class, 16 students received a grade of C or higher. That is an 100% success rate.</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Cooking Techniques - Describe general rules of vegetable cookery and storage used to control texture, flavor, color, and nutritional changes (Created By Z - RFIM Courses)	Assessment Method: Observation of classwork during lab session Assessment Method Category: Observations (e.g. Clinical or Field) Criterion for Success: Points scored per lab session		
Start Date: 01/10/2011 Course Outcome Status: Active			
Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Cold food techniques - Demonstrate the principles used in the production of different types of salads and dressings (Created By Z - RFIM Courses)	Assessment Method: Observation of classwork during lab session Assessment Method Category: Observations (e.g. Clinical or Field) Criterion for Success: Points scored per lab session		
Start Date: 01/10/2011 Course Outcome Status: Active			
Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Baking Techniques - Demonstrate the principles used in the production of yeast breads, quick breads, cookies, cakes, pastries, and other dessert items (Created By Z - RFIM Courses)	Assessment Method: Observation of classwork during lab session Assessment Method Category: Observations (e.g. Clinical or Field) Criterion for Success: Points scored per lab session		
Start Date: 01/10/2011 Course Outcome Status: Active			
Z - RFIM Courses - RFIM 127 - Principles of Cooking - Baking - Food and Baking Principles - Demonstrate the ability to make a three-course meal given a storeroom and mystery basket (Created By Z - RFIM Courses)	Assessment Method: Presentation of Final Project Assessment Method Category: Observations (e.g. Clinical or Field) Criterion for Success: Grading rubric for final project		
Start Date:			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
01/10/2011 Course Outcome Status: Active		06/22/2012 - Spring 2012- Of the 17 students completing the final lab practical, 12 of the students received a C+ or above. This is an 71% success rate. Classification: Criterion Not Met Action: 2 - Pending Action Related Documents: 127 lab grades 2012	06/22/2012 - This practical is graded by myself and two lab tutors. I need to review the grading criteria with the lab tutors, it appears one of the tutors graded the students more strictly than in past years <hr/>
		06/22/2012 - Spring 2011- Of the 18 students completing the final lab practical, 16 of the students received a C+ or above. This is an 89% success rate. Classification: Criterion Met Action: 1 - No Action Required Related Documents: 127 lab grades 2011	
		06/22/2012 - Spring 2009- Of the 17 students who completed the final practical, 15 students received a C+ or above. This is an 88% success rate Classification: Criterion Met Action: 1 - No Action Required Related Documents: 127 lab grades 2009	
		06/22/2012 - Spring 2010- Of the 17 students who completed the final lab practical 16 of the students received a C+ or above. This is a 94% success rate Classification: Criterion Met Action: 1 - No Action Required Related Documents:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
127 lab grades 2010			
<p>Z - RFIM Courses - RFIM 211 - Purchasing-Hospitality Ind - Define key terms and concepts - The student will be able to define key terms and concepts associated with purchasing focused on selection and procurement within the hospitality industry. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Powerpoint presentation along with written paper</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Grade of 70% or higher on project</p>	<p>04/08/2013 - Fall 2012- Of the 44 students who completed the final project, 43 students received a 70% or above. This is a 98% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: RFIM 211 Fall 2012 final grades.xlsx</p> <p>06/22/2012 - Fall 2010- Of the 54 students to complete the project, 49 of them received a score of 116 or higher out of 166 points. Thus 91% of the student received a 70% or higher on the project.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/22/2012 - Fall 2011- Of the 43 students to complete the project, 43 of them received a grade of 70% or above. Thus 100% of the student received a 70% or higher on the project.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - RFIM Courses - RFIM 211 - Purchasing-Hospitality Ind - Purchasing Procedures - The student will recognize and be able to effectively implement purchasing procedures associated with planning, organizing, buyer relations, purchasing specifications, price analysis, payment policy, supplier relations, receiving, storing, and issuing. (Created By Z - RFIM Courses)</p> <p>Start Date:</p>	<p>Assessment Method: The final specification project with contain aspects of the above. There will be a powerpoint presentation as well as a written project.</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: 80% of the students will receive a 70% or above on the final project</p>	<p>04/08/2013 - Fall 2012- Of the 43 students who completed the final project, 34% received a 70% or above. This is a success rate of 79%.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: RFIM 211 fall 2012 final grades.xlsx</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active</p>		<p>06/22/2012 - Fall 2010- Of the 54 students that completed the specification project, 48 of the students received a 70% or above. Thus the success rate for the class was 89%. Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>06/22/2012 - Fall 2011- Of the 40 students that completed the specification project, 38 of the students received a 70% or above. Thus the success rate for the class was 95%. Classification: Criterion Met Action: 1 - No Action Required</p>	<p>06/22/2012 - I have added an additional assignment in the form of a rough draft due two weeks before the final project to assist those students in the formatting of the final project.</p> <hr/>
<p>Z - RFIM Courses - RFIM 214 - Design-Layout Food Facilities - Compile information necessary to develop preliminary plans for a facility design. - Learner applies information on basic principles, concept development, the design sequence, human engineering and space analysis to develop preliminary plans for a facility design. (Created By Z - RFIM Courses)</p>			
<p>Z - RFIM Courses - RFIM 214 - Design-Layout Food Facilities - Recommended specific pieces of equipment and efficient equipment layouts for a food service facility. - Learner successfully develops an equipment specification and purchases equipment that meets the criteria established by the food service operation. (Created By Z - RFIM Courses)</p>			
<p>Z - RFIM Courses - RFIM 214 - Design-Layout Food Facilities - Diagram the materials flow of a food service facility to</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>optimum efficiency. - Learner successfully diagrams the flow of materials through a specific facility. Learner corrects material flow problems in a specific facility. (Created By Z - RFIM Courses)</p>			
<p>Z - RFIM Courses - RFIM 214 - Design-Layout Food Facilities - Diagram to scale preliminary facility layout plans to share with a food service consultant or contractor. - Learner develops a preliminary scale diagram of a facility layout. (Created By Z - RFIM Courses)</p>			
<p>Z - RFIM Courses - RFIM 214 - Design-Layout Food Facilities - Comply with all safety, sanitation, Americans with Disabilities and liability laws. - Learner successfully develops equipment and facility maintenance and cleaning schedules for a specific facility. (Created By Z - RFIM Courses)</p>			
<p>Z - RFIM Courses - RFIM 214 - Design-Layout Food Facilities - Generate a comprehensive list of supplies to stock a new food facility with food products, small kitchen equipment and dining room supplies. - Learner generates a comprehensive list of small equipment, food products and dining room supplies to purchase for a specific food service facility. (Created By Z - RFIM Courses)</p>			
<p>Z - RFIM Courses - RFIM 292 - RFIM Internship - Industry Immersion - Students will be able to develop and execute hospitality industry strategies through practical application of industry knowledge. (Created By Z - RFIM Courses)</p>	<p>Assessment Method: Written report and two employer evaluations</p> <p>Assessment Method Category: Internship Evaluation</p> <p>Criterion for Success:</p>	<p>07/20/2012 - S2012: 80% (4/5) F2011: 100% (3/3) SU2011: 100% (14/14)</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	80% of students will complete assignment	1 - No Action Required	

Unit Course Assessment Report - Four Column

Ferris State University Program - Hotel Management (B.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Adjustment Process - Understand and apply accrual versus cash basis; understand revenue and matching principles; apply adjusting entries for accruals; apply adjusting entries for deferrals; understand and discuss ethical issues related to the adjustment process. (Created By Z - ACCT Courses)	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Define Accounting - Discuss accounting uses; explain the history of accounting and the accounting profession; understand types of business organizations; understand and use financial statement elements; understand and use financial reporting; understand international accounting standards; understand ethical	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>issues related to financial reporting. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions in Merchandising Operations - Understand perpetual and periodic inventory systems; understand and apply the multi-step income statement format; discuss ethical issues related to merchandising operations. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Current & Contingent Liabilities - Understand and explain notes payable and interest expense; understand the impact of product warranties; understand liabilities related to payroll; explain the need for contingent liabilities; demonstrate financial statement presentation of current liabilities; discuss ethical issues related to current liabilities. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Long-Term Liabilities - Understand and discuss types of long-term debt; understand the accounting for bonds process; understand accounting for interest on bonds; understand how to account for premiums and discounts; demonstrate financial statement presentation of long-term liabilities; discuss ethical issues related to long-term liabilities. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Stockholders' Equity - Understand characteristics of the corporate form of organization; understand key components of stockholders' equity; understand accounting procedures for issuing shares of stock; understand accounting and reporting of preferred stock; understand accounting for dividend distributions; demonstrate financial statement presentation of stockholders' equity; discuss ethical issues related to stockholders' equity. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Key Differences Between Financial & Managerial Accounting - Identify the major differences and similarities between financial and managerial accounting; understand the role of management accountants in an organization; understand the basic concepts</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>underlying just-in-time, total quality management, process reengineering, and the Theory of Constraints (TOC); understand the importance of upholding ethical standards; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Costs Flows & Tracing Costs in Manufacturing/Service Sectors - Distinguish between process costing and job-order costing; compute predetermined overhead rates and explain why estimated overhead costs are used in the costing process; understand the flow of costs through a job-order; discuss ethical issues related to costing; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Cost-Volume-Profit Relationship & Mixed Costs - Understand fixed and variable costs behavior; understand and apply cost prediction; prepare an income statement using the contribution format; discuss ethical issues related to cost-volume-profit analysis; understand international accounting issues.</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
(Created By Z - ACCT Courses) Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		
Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Break-Even Analysis & Sensitivity Analysis - Explain how changes in activity affect contribution margin and income; prepare and interpret a cost-volume-profit (CVP) graph; use the contribution margin ratio to compute the changes in contribution margin and net operating income resulting from changes in sales volume; show the effects on contribution margin of changes in variable cost, fixed cost, selling price and sales volume; compute the break-even point in unit sales and sales dollars; determine the level of sales needed to achieve and desired target profit; compute the margin of safety and operating leverage; discuss ethical issues related to costing; understand international accounting issues. (Created By Z - ACCT Courses)	Assessment Method: Homework Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of the class receives a 75%		
Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		
Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Operating Budgets - Understand why organizations budget and the processes they use to create budgets; prepare a sales, production, direct material, direct labor, overhead, operating	Assessment Method: Homework Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>expense budget, and cash budget; prepare a pro forma income statement and balance sheet; discuss ethical issues related to budgeting; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Standard costs & Variance Analysis - Explain how direct materials standards and direct labor standards are set; explain how variable costing differs from absorption costing; compute the materials labor and overhead variances; discuss ethical issues related to standard costs; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Relevant & Irrelevant Costs in Making Various Decisions - Identify relevant and irrelevant cost in a decision situation; understand decision making in a</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>make/buy, keep/replace equipment, drop/retain a segment or product, and accept/reject a special order; discuss ethical issues related to managerial accounting decisions; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Flexible Budgeting - Prepare a flexible budget and explain the advantages of the flexible budget approach over the static budget approach; discuss ethical issues related to flexible budgets; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Cash Flow Statements - Explain the statement of cash flows as one of the basic financial statements; summarize the types of cash flow activities</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>reported in the statement of cash flows; prepare a statement of cash flows; discuss ethical issues related to reporting cash flows; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Financial Ratios & Overall Financial Performance/Health of a Business Firm - Prepare and interpret financial statements in comparative and common-size form; compute and interpret financial ratios that would be useful to a managers, common stockholders, short term creditors and long term creditors; discuss ethical issues related to financial statement analysis; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Capital Budgeting - Understand how capital budget decisions are made; discuss ethical issues related to capital budgeting; understand international</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 1 - Describe the legal system and explain the source and classification of laws. (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 2 - Understand and incorporate the elements of a valid and enforceable contract and recognize and use the terminology associated with contracts (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: Active</p>	<p>Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 3 - Identify the various parties to contracts, assess their rights and obligations and explain how these obligations might be discharged. (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 4 - Compare and select the appropriate remedy(ies) for breach (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 5 - Demonstrate appropriate critical thinking skills as it relates to the ethical formulation and interpretation of contracts and apply these skills to solve frequently encountered legal contractual issues. (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Analyze - Analyze: Identify and analyze features of markets and industries. (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: - CAGR of post-restructuring Cash Flows (i.e. y4-y8) - Final Exam/Project Score</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 67th Percentile @ CAGR of Cash Flows > 15% 33rd Percentile @ CAGR of Cash Flows ></p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Appraise - Appraise: Appraise internal firm capabilities and external competitive conditions. (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Yr8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Yr8 TOTAL</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	in their Y1-to-Yr8 TOTAL POINTS.		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Develop Strategic Plans - Develop: Develop strategic plans aligned to analysis of internal and external environments. (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Y8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Y8 TOTAL POINTS.</p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Reports - Reports: Prepare effective analysis & decision-making factpacs (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Y8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Y8 TOTAL POINTS.</p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Collaboration - Collaboration: Perform effectively in time-sensitive, collaborative settings (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Y8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Y8 TOTAL POINTS.</p>	<p>04/16/2013 - After considering several candidate measures, we ultimately elected to experiment using the numerical expression of Capsim's Star Report. This broad performance metric arises out of the Capsim business simulation program, which is a formidable component of our capstone course. While the Star Report derived its name from Morningstar's ratings of firm's future cash flows against their current stock price, the Capsim report offers only a rough metric of a firm's current financial stability. Still... we hypothesized that this would prove a useful</p>	<p>04/16/2013 - Beginning with the F13 Term, we will evaluate alternative metrics and initiate the proper Beta testing, seeking to operationalize and measure this rather complex team performance variable.</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>measure of a student firm?s collaborative decision-making performance in a real-time competitive setting.</p> <p>Follow-up analysis and discussion among the BUSN499 faculty team lead to the conclusion that the Capsim Star Report failed to prove a valid or reliable indicator of a student firm?s performance. Among the more serious problems with this metric is that it did not recognize the firm?s likely future outcomes owing to its earlier decision-making, and it failed to capture the firm?s learning dynamic</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Ethics - Ethics: Compete ethically in Capsim business simulation (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Observed breach of ethics in a Capsim firm's competitive conduct.</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: No evidence of ethics breaches found.</p>		
<p>Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Topic Selection - Choose and narrow a topic appropriately for the audience and occasion. (Created By Z - COMM Courses)</p>			
<p>Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Thesis - Communicate the thesis in a manner appropriate for audience and occasion. (Created By Z - COMM Courses)</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Supporting Material - Provide effective supporting material based on the audience and occasion. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Organization - Use and organizational pattern appropriate to topic, audience, occasion, and purpose. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Language - Use language that is appropriate to the audience, occasion, and purpose. Use pronunciation, grammar, and articulation appropriate to the designated audience. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Vocal Variety - Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Physical Behaviors - Use physical behaviors that support the verbal message. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Principles/Skills - Understand and apply communication principles and skills in the preparation and delivery of technical and professional presentations. (Created By Z - COMM Courses)			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Critical Thinking - Understand and apply critical thinking principles and skills in the preparation and delivery of informative and persuasive speeches (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Self-Improvement - Develop the ability for continuous self-improvement in professional and technical communication (Created By Z - COMM Courses)			
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 1 - Distinguish the concepts of economic allocation, possibility, efficiency, and growth (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate of correct answers on tests and/or quizzes.	12/09/2011 - Spring 2009 74.5 Spring 2010 74.62 Classification: Criterion Met Action: 1 - No Action Required	
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 2 - Apply the Supply & Demand model to determine market equilibrium and changes in equilibrium (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes	12/09/2011 - Spring 2009 71.05 Spring 2010 72.2 Classification: Criterion Met Action: 1 - No Action Required 08/31/2010 - see related document for ECON 221 outcome 2 result Classification: Criterion Met Action: 1 - No Action Required Related Documents: Econ 221-outcome 2 asmnt-4-10.xlsx	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 3 - Identify the major components of the economy?s circular flow model (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 4 - Identify the meaning, measurement, and causes of unemployment and inflation (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 5 - Distinguish the major types of economic stabilization policies (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 1 - The student will be able to apply the supply and demand model using the tool of elasticity. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>12/09/2011 - Spring 2009 80.9 Spring 2010 77.04</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 2 - The student will be able to apply the theory of consumer choice. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>12/09/2011 - Spring 2009 77.5 Spring 2010 77.7</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 3 - The student will be able to use cost theory to distinguish between the various types of a firm?s costs. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>08/31/2010 - see related document for results of outcome 3</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Econ 222-outcome 3 asmnt-4-10-trac dat 0410.xlsx</p>	
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 4 - The student will be able to apply the principle of profit maximization to determine the firm?s output and price decision. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 5 - The student will be able to distinguish the characteristics of various market structures and their major implications on the firm?s output and price decision. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status:</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Active</p> <p>Z - ENGL Courses - ENGL 150 - English 1 - #1 - Students who successfully complete the course will be able to analyze the context and purpose of a writing problem. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #2 - Students who successfully complete the course will be able to develop ideas and find reliable resources for their writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #3 - Students who successfully complete the course will be able to state and support assertions. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations,</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 06/01/2009</p>	<p>measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #4 - Students who successfully complete this course will be able to assess sources and information. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #5 - Students who successfully complete the course will be able to organize their ideas effectively. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #6 - Students who successfully complete the course will be able to choose words and tone of voice appropriate to a given audience. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #7 - Students who successfully complete the course will be able to edit a document in order to achieve more consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ENGL Courses - ENGL 150 - English 1 - #8 - Students who successfully complete the course will be able to demonstrate progress towards standard grammar usage, mechanics, and punctuation. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #9 - Students who successfully complete the course will be able to improve their content and style using feedback and revision. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #10 - Students who successfully complete the course will be able to demonstrate reflection and awareness of their own writing processes. (Created By Z - ENGL</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Courses)</p> <p>Start Date: 06/01/2009</p>	<p>the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Purpose - 1. Purposes for Writing: Upon completion of ENGL 250, students should be able to analyze and define the purpose of their writing. They will demonstrate an ability to understand writing context; inform a reader using a synthesis of supporting material; and argue a position or make an evaluation with supporting reasons and evidence. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Problem solving - 2. Problem Solving/Researching/Documentation: Upon completion of ENGL 250, students should be able to locate information appropriate to their writing and know how to document it. They will generate a focused and workable research thesis; retrieve information from various reliable sources, including the library; recognize and use correctly primary and secondary sources of information and use both correctly; evaluate information found in sources; identify and evaluate the arguments/positions of others; and</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>document sources appropriately. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>			
<p>Z - ENGL Courses - ENGL 250 - English 2 - Audience - 3. Awareness and Knowledge of Audience: Upon completion of ENGL 250, students should be able to analyze and define the needs of their intended audience. They will adapt their writing to the knowledge level of their readers; adapt their writing to readers? values, attitudes, and needs; anticipate and answer readers? questions and/or objections; and use vocabulary and tone appropriate for their readers. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Organizing - 4. Organizing: Upon completion of ENGL 250, students should be able to analyze the writing task and choose appropriate methods of organization. They will produce an outline for an extended document; demonstrate appropriate and effective organization for an extended document; provide appropriate contexts for material from sources; and insert visuals where appropriate. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Editing - 5. Editing: Upon completion of ENGL 250, students should be able to produce effective written communication, demonstrating appropriate use of language, sentence structure, and grammar. They</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of 		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>will avoid common grammatical errors of standard English; quote accurately; vary sentence length and style for rhetorical purposes; use concise language; use correct grammar, syntax, punctuation, and spelling; and maintain a consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Collaborating - 6. Collaborating: Upon completion of ENGL 250, students should be able to work effectively with others to produce and/or revise written materials. They will collaborate with the instructor and others; critique others' drafts; and use peer review to revise their own writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Types - Students will be able to correctly prepare the appropriate document types for diverse business situations. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Layout - Students will be able to prepare documents that</p>	<p>Assessment Method: Methods may include: periodic multi-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
demonstrate principles of effective layout and design. (Created By Z - ENGL Courses)	sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Visuals - Students will be able to effectively use visuals to represent data and other information in documents. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Analyze situations - Students will be able to analyze business situations to identify the different audiences, the discourse expectations, and the rhetorical challenges that the writer confronts. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Rhetorical - Students will be able to apply a variety of rhetorical strategies to effectively meet the informative and persuasive demands of different business situations. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews,		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Audience - Students will be able to manage tone, organization, and content to be business appropriate to diverse audiences and situations. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Decisions - Students will be able to effectively presnet information that would aid in making business decisions. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Analytic report - Students will be able to conduct the necessary primary and/or secondary research, analyze and organize the resulting infomation, and write a longer analytic report for multiple audiences that meets business standards. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Informational content -</p>	<p>Assessment Method: Methods may include: periodic multi-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Students will be able to carefully and accurately control the informational content and details in the communication to meet professional business expectations effectively. (Created By Z - ENGL Courses)	sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Proofreading - Students will be able to effectively proofread business documents to meet business expectations. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Collaboration - Students will be able to, where appropriate, work collaboratively to produce professional documents. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Ethical - Students will be able to consciously apply ethical and legal principles in responding to business communication situations. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews,		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Discourse communities - Students will be able to explain the construction and expectation of complex business discourse communities (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Channels - Students will be able to, where appropriate, effectively present business information through other channels (for example, web presentations, online discussions, e-mail, oral presentations, etc.) (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - FINC Courses - FINC 322 - Financial Management 1 - Corporate Finance - Understand the basic goals and functions of corporate finance (Created By Z - FINC Courses)</p> <p>Start Date: 12/01/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam # 1 and # 5</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Pass with a C- or higher</p>	<p>04/09/2013 - Fall 2012: Average of two exams: 77%; Exam 1 (71%); Exam 5 (81%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/31/2012 - Fall 2011: Average of two exams and project: 79%; Exam 1 (80%); Exam 5 (79%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>12/21/2010 - Fall 2010: Average of two exams</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		and project: 82.5% Exam 1 80% Exam 5 85% Classification: Criterion Met Action: 1 - No Action Required	
Z - FINC Courses - FINC 322 - Financial Management 1 - Basic concepts - Demonstrate an understanding of the basic concepts of risk and return trade-off in making financial decisions. (Created By Z - FINC Courses) Course Outcome Status: Active	Assessment Method: Exams # 2 - #4 Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Pass with a C- or higher.	04/09/2013 - Fall 2012: Average of three exams and project: 79%; Exam 2 (73%); Exam 3 (75%); Exam 4 (73%). Classification: Criterion Met Action: 1 - No Action Required	
		01/31/2012 - Fall 2011: Average of three exams and project: 77%; Exam 2 (82%); Exam 3 (65%); Exam 4 (68%) Classification: Criterion Met Action: 1 - No Action Required	01/31/2012 - Action1: No action required. Although the average is 77%, exams 3 and 4 fall below C-. The instructor will spend more time to cover exam 3 and 4 topics to improve student's understanding with more examples and practice problems
		12/21/2010 - Fall 2010: Average of exams and project: 75%. Exam 2 71% Exam 3 60% Exam 4 74% Classification: Criterion Met Action: 2 - Pending Action	12/21/2010 - Instructor will spend more time to cover exam 3 topics to improve student's understanding with more examples.
	Assessment Method: Financial Analysis Project Assessment Method Category: Project/Model/Invention Criterion for Success: Pass with C- or higher.	04/09/2013 - Fall 2012: Project (94%). Classification: Criterion Met Action: 1 - No Action Required	
		01/31/2012 - Fall 2011 - Project (93%) Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required 12/21/2010 - Project average. 95% Classification: Criterion Met Action: 1 - No Action Required	
<p>Z - FINC Courses - FINC 322 - Financial Management 1 - Financial Analysis - Demonstrate an understanding of analyzing financial performance through the use of financial analysis and forecasting. (Created By Z - FINC Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam # 1</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Pass with C- or higher</p> <hr/> <p>Assessment Method: Financial Analysis Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Pass with C- or higher.</p>	<p>04/09/2013 - Fall 2012: Average of exam 1 and project: 84%; Exam 1 (73%).</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/31/2012 - Fall 2011: Average of exam and project: 86%; Exam 1 (80%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>12/21/2010 - Fall 2010: Average of exam and project: 87.5% Exam 1: 80% Project: 95%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>04/09/2013 - Fall 2012: Project (94%).</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/31/2012 - Fall 2011: Project (93%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>12/21/2010 - Project average: 95%</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
Z - FINC Courses - FINC 322 - Financial Management 1 - Time Value of Money - Demonstrate an understanding of the basic concepts of time value of money in making financial decisions and in capital budgeting. (Created By Z - FINC Courses) Start Date: 12/01/2010 Course Outcome Status: Active	Assessment Method: Exam # 2 and Exam # 4 Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Pass with C- or higher.	04/09/2013 - Fall 2012: Average of two exams and homework: 79%; Exam 2 (73%); Exam 4 (73%). Classification: Criterion Met Action: 1 - No Action Required	
		01/31/2012 - Fall 2011: Average of two exams and homework: 81%; Exam 2 (82%); Exam 4 Classification: Criterion Met Action: 1 - No Action Required	01/31/2012 - Action 1 - No action required. Although the average is 81%, exam 4 falls below C-. The instructor will spend more time to cover exam 4 topics to improve student's understanding with more examples and practice problems.
		12/21/2010 - Fall 2010. Average of two exams and homework: 73%. Exam 2: 71% Exam 4 74% Homework 73%. Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Homework Assignment # 1 and # 2 Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Pass with C- or better	04/09/2013 - Fall 2012: Homework (91%). Classification: Criterion Met Action: 1 - No Action Required	
		01/31/2012 - Fall 2011: Homework (92%) Classification: Criterion Met Action: 1 - No Action Required	

Z - FINC Courses - FINC 322 - Financial

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Management 1 - Analytical Skills - Improve analytical and problem solving skills (Created By Z - FINC Courses)</p> <p>Start Date: 12/01/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam # 1- # 5</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>04/09/2013 - Fall 2012: Average of all 81%. Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Criterion for Success: Pass with a C- or higher</p>	<p>01/31/2012 - Fall 2011: Average of all 78% Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>12/21/2010 - Fall 2010: Average of exams, homework, project: 76% Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Homework Assignment # 1 and # 2</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>	<p>04/09/2013 - Fall 2012: Average of all 81%. Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Criterion for Success: Pass with C- or higher</p>	<p>01/31/2012 - Fall 2011: Average of all 78% Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Financial Analysis Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Pass with C- or better</p>	<p>04/09/2013 - Fall 2012: Average of all 81%. Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/31/2012 - Fall 2011: Average of all 78% Classification: Criterion Met Action: 1 - No Action Required</p>	

Z - HOMT Courses - HOMT 301 - Property-Facilities Management - Define key terms

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>and concepts - The student will be able to define key terms and concepts associated with facilities management within the hospitality industry. (Created By Z - HOMT Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test- Based upon yearly updated certification exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Score of 70% or higher on test</p>		
<p>Z - HOMT Courses - HOMT 301 - Property-Facilities Management - Factors controlling facilities management - The student will be able to identify the factors controlling facilities management and understand the concepts of economic values of product and services. (Created By Z - HOMT Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test- Based upon yearly updated certification exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Score of 70% or higher on test</p>		
<p>Z - HOMT Courses - HOMT 301 - Property-Facilities Management - Facilities management certification - Have at least 80% of student received a passing score of 70% on the certification offered by the American Hotel & Lodging Education Foundation for Facilities Management. (Created By Z - HOMT Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Certification Exam</p> <p>Criterion for Success: Score of 70% or higher on final certification exam</p>	<p>04/08/2013 - 2012- 42 students took the final exam, 31 students received a 70% or higher on the certification final. That is a 74% success rate.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <hr/> <p>07/01/2012 - 2007- 45 students took the final, 40 students received a 70% or higher on the certification final. That is an 89% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/01/2012 - 2008- 50 students took the final, 42 students received a 70% or higher on the certification final. That is an 84% success rate.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/01/2012 - 2009- 39 students took the final, 31 students received a 70% or higher on the certification final. That is an 80% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/01/2012 - 2010- 42 students took the final, 38 students received a 70% or higher on the certification final. That is an 90% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: HOMT 301 final grades 2010 Fall 2010 HOMT 301 Data.docx</p> <hr/> <p>07/01/2012 - 2011- 38 students took the final exam, 31 students received a 70% or higher on the certification final. That is a 81% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: HOMT 301 final grades 2011 .xlsx</p>	
<p>Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Define key terms and concepts - Understand key characteristics of today?s meetings market including classification of meetings, the client market, and meeting facilities. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status:</p>	<p>Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>05/31/2013 - S2013 66.7% (34/51)</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <hr/> <p>07/13/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30)</p> <p>Classification:</p>	<p>07/17/2012 - After SU 2010 results, a comprehensive study guide was developed by A. Dorey for the</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active		Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 305.xlsx	students to use to strategically prepare for this certification exam. The guide was first provided in the S2011 semester.
Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Convention Sales - Demonstrate knowledge on organizing and performing convention sales with consideration to unique market characteristics. (Created By Z - HOMT Courses) Course Outcome Status: Active	Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 70% of students pass with a 70% or higher	05/31/2013 - S2013 66.7% (34/51) Classification: Criterion Not Met Action: 2 - Pending Action <hr/> 07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 305.xlsx	
Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Contracts and Negotiations - Demonstrate ability to analyze and determine appropriate relevance of contractual requirements and negotiations tuned to the meetings industry (Created By Z - HOMT Courses) Course Outcome Status: Active	Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 70% of students pass with a 70% or higher	05/31/2013 - S2013 66.7% (34/51) Classification: Criterion Not Met Action: 2 - Pending Action <hr/> 07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 305.xlsx	
Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Convention Service - Demonstrate ability to assemble	Assessment Method: American Hotel and Lodging Educational	05/31/2013 - S2013 66.7% (34/51) Classification:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>organize details and implement control mechanisms for quality of all venue requirements including logistics, function room set, food and beverage, service, technology, admissions, and companion programs. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status: Active</p>	<p>Institute Convention Management and Service Certification Exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 305.xlsx</p>	
<p>Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Convention reporting - Understand the strategic approach for billing and post-convention review for continuous improvement initiatives. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>05/31/2013 - S2013 66.7% (34/51)</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 305.xlsx</p>	
<p>Z - HOMT Courses - HOMT 392 - HOMT Internship - Industry Immersion - Students will be able to develop and execute hospitality industry strategies through practical application of industry knowledge. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: comprehensive report with bi-monthly journals site evaluations (midpoint and end of internship)</p> <p>Assessment Method Category: Internship Evaluation</p> <p>Criterion for Success: Student passes course CR/ NC</p>	<p>07/20/2012 - S2012: 100% (16/16) F2011: 100% (11/11) SU2011: 100% (55/55)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - HOMT Courses - HOMT 403 - Hospitality Law - Ethical and Legal Decisions -</p>	<p>Assessment Method: Written test</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Demonstrate an understanding of how the US legal system affects the ethical and legal decisions of the hospitality manager. (Created By Z - HOMT Courses)	Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Contract and Tort Theories - Apply contract and tort theories to situations in the hospitality industry to appreciate the importance of preventing legal problems before they occur. (Created By Z - HOMT Courses)	Assessment Method: Written test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Hiring laws - Explain and apply the laws involved in hiring and managing employees (Created By Z - HOMT Courses)	Assessment Method: Written test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Rights and Liabilities - Identify and explain the rights and liabilities of sellers of food and alcoholic beverages (Created By Z - HOMT Courses)	Assessment Method: case study and written test Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Safety and Security - Develop critical analysis skills necessary to make decisions involving the safety and security of employees and guests (Created By Z - HOMT Courses)	Assessment Method: written test and case study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Reservation Terms	Assessment Method: Educational Institute of the American Hotel	06/25/2012 - For Spring 2011, Sections 001 & 002, students scored an average of 71 out of 100	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Knowledge of basic front office terms such as overflow property, transient, target market, revenue management, no-show, walking, franchise, contract management, etc. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>& Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>possible or 71%. Of the students who took the exam 70% scored 70% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <hr/> <p>06/25/2012 - For Spring 2009, Sections 001 & 002, students scored an average 72 out of 100 possible or 72%. Of the students who took the exam 66% scored 70% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <hr/> <p>05/04/2010 - For Spring 2010, Sections 001 & 002, students scored an average or 69 points out of 100 possible or 69%. Of the students who took the exam 40% scored 70% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>06/25/2012 - 1) Add terms to Blackboard SCORM. 2) Allow students to retake tests. 3) Create practice final exam.</p> <hr/> <p>06/25/2012 - 1) Require attendance.</p> <hr/> <p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Organizational Structure - Classify functional areas of a hotel by front of the house, back of the house, revenue center, support center, and organizational structure. (Created By Z -</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Educational Insitute of the American Hotel & Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>05/04/2010 - 61% of students passed with an average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Terms Associated</p>	<p>Assessment Method: Educational Insitute of the American Hotel</p>	<p>05/04/2010 - 61% of students passed with an</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Groups - Familiar with terms used for group reservations such as wash factor, master folio, rooming lists, VIP, hospitality suite, cut-off date, group resume, reader board, etc. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/31/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>& Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p> <hr/>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Financial Terms - Demonstrate and apply knowledge of front office accounting terms and functions such as vouchers, house limits, floor limits, allowances, transfers, ledgers, due-backs and folios. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Completion of sample night audit project.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>05/04/2010 - 61% of students passed with an average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p> <hr/> <p>04/06/2010 - 73% of students scored 75% or higher with the average score for the class being 82%.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p> <hr/> <p>01/10/2011 - Added an additional day in class to work on the project.</p> <hr/>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Principles of Revenue Management - Demonstrate the ability to apply revenue management principles to maximize revenue. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p>	<p>Assessment Method: Educational Institute of the American Hotel & Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>05/04/2010 - 61% of students passed with an average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Focused on more in class practice with accounting formulas and revenue management.</p> <hr/>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	Assessment Method: Students will analyze case study to determine whether to accept or reject a potential group client based on revenue management and associated issues. Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Students will complete in class assignment with correct calculations.	04/08/2010 - Students who attended class completed analysis of the assigned case with 100% accuracy. Classification: Criterion Met Action: 1 - No Action Required	
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Content Knowledge in the field of Resort and Hospitality Management - Demonstrate content knowledge in the field of Resort and Hospitality Management (Created By Z - HOMT Courses)	Assessment Method: Certification exam, Educational Institute of American Hotel Motel Association Assessment Method Category: Certification Exam Criterion for Success: 75% or higher		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Research and Analyze Information - Research and analyze information in the field of Resort and Hospitality Management (Created By Z - HOMT Courses)	Assessment Method: Certification exam Educational Institute of American Hotel Motel Association Assessment Method Category: Certification Exam Criterion for Success: 75% or higher Assessment Method: completion of course project Assessment Method Category: Project/Model/Invention Criterion for Success: at least 70% of students achieve med or high performance		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Satisfactory oral and written presentation skills - Demonstrate satisfactory oral and written presentation skills (Created By Z - HOMT Courses)	Assessment Method: course project will be written and oral Assessment Method Category: Project/Model/Invention Criterion for Success:		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	at least 70% of students achieve medium or high performance		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Professional information - Evaluate information in order to understand the dynamics of changing work environments, problem solve, make decisions, and provide leadership skills necessary to succeed in the resort, hospitality, recreation, and tourism profession. (Created By Z - HOMT Courses)	Assessment Method: 75% of the students earn 75% or higher on certification exam Educational Institute of American Hotel Motel Lodging Association Assessment Method Category: Certification Exam Criterion for Success: Passing certification exam with 75% or higher		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Recreation Industry - Demonstrate ability of understanding of the recreation industry on a national and international level (Created By Z - HOMT Courses)	Assessment Method: Oral and written report on segments within the recreation industry on a national and international level. Assessment Method Category: Project/Model/Invention Criterion for Success: 85% of the students earn 80% or higher on written report and oral presentation		
	Assessment Method: Educational Institute American Hotel Motel Association certification Assessment Method Category: Certification Exam Criterion for Success: 75% or higher		
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Professional Education - Student will be able to demonstrate their ability to apply professional presentation skills, engage an audience in a learning activity, use professional writing skills by investigating vital industry topic, complete professional research on industry issue, and perform peer evaluation. (Created By Z -	Assessment Method: Utilizing a standard set of rubrics, students will complete research on an industry topic and develop a professional education presentation. Presentation to include a powerpoint, an activity supporting learning outcomes, and a written report illustrating validity of their research. Assessment Method Category:	07/20/2012 - S2012: 100% (17/17) F2011: 100% (19/19) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 499.xlsx	07/20/2012 - Include an additional assessment tool in future course, testing the students on all presentation contents.

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
HOMT Courses) Assessment Cycles: Learning Start Date: 08/22/2011 Course Outcome Status: Active	Presentation(Oral) Criterion for Success: 70% of students will achieve a total score of 70% or higher for the project.		
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Role of Management - Define the role of management from the prospective of management style, skill sets, management functions, roles of managers, and fundamentals of leadership. (Created By Z - HOMT Courses) Start Date: 01/01/2011 End Date: 05/28/2013 Course Outcome Status: Active	Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.	06/25/2012 - For Spring 2009, students scored an average of 69 out of 100 points possible or 69%. Of the students who took the exam 52% scored 70% or higher. Classification: Criterion Not Met Action: 2 - Pending Action	06/25/2012 - 1) Focus on only the points in the chapters directly related to the certification exam.
		12/14/2010 - For Fall 2010, students scored an average of 86 out of 100 points possible or 86%. Of the students who took the exam 95% scored 70% or higher. Classification: Criterion Met Action: 1 - No Action Required	
		05/04/2010 - For Spring 2010, students scored an average of 85 out of 100 points possible or 85%. Of the students who took the exam 89% scored 70% or higher. Classification: Criterion Met Action: 1 - No Action Required	
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Hospitality Management - Student will demonstrate in writing the understanding of financial management skills, quality service within the industry, and the development of a professional portfolio. (Created By Z - HOMT Courses) Start Date:	Assessment Method: Student will complete a written report outlining the key concepts of the guest speakers. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success:	07/20/2012 - S2012: 88.2% (15/17) F201: 78.9% (15/19) Classification: Criterion Met Action: 1 - No Action Required Related Documents:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
08/22/2011 Course Outcome Status: Active	70% of students will achieve a score of 70% or higher	TracDat for 499.xlsx	
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Continuous Improvement Process - Discuss the continuous improvement process along with tools, steps, incremental and breakthrough improvements. (Created By Z - HOMT Courses) Start Date: 01/01/2011 End Date: 01/31/2012 Course Outcome Status: No Longer an Outcome	Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.	06/25/2012 - For Spring 2011, students scored an average of 78 out of 100 points possible or 78%. Of the students who took the exam 83% scored 70% or higher. Classification: Criterion Met Action: 1 - No Action Required 12/14/2010 - 85% of students passed with an average score of 86 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required 05/04/2010 - 78% of students passed with an average score of 84 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required	
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Power and Empowerment - Explain power and empowerment along with centralization, decentralization, authority, responsibility, delegation, communication style and power tactics. (Created By Z - HOMT Courses) Start Date: 01/01/2011 End Date: 01/31/2012 Course Outcome Status: No Longer an Outcome	Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.	12/14/2010 - 85% of students passed with an average score of 86 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required 05/04/2010 - 78% of students passed with an average score of 84 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Barriers to Effective Communication - Define barriers to effective communication along with feedback, types of communication, nonverbal clues, space, and forms of listening. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 05/28/2013</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>12/14/2010 - 85% of students passed with an average score of 86 correct out of 100 questions.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/04/2010 - 78% of students passed with an average score of 84 correct out of 100 questions.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ISYS Courses - ISYS 105 - Intro Micro Systems-Software - Microsoft Word - Students will become proficient in using Microsoft Word (Created By Z - ISYS Courses)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS</p>	<p>03/08/2013 - 89% of the students met this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>08/03/2012 - 100% of the students met this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/18/2012 - 80% of the students met this criterion.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>12/19/2011 - 77% of students met this criterion.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/10/2011 - 84% of students met this outcome</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required 04/15/2011 - 87% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 105 - Intro Micro Systems-Software - Microsoft Excel - Students will become proficient in using Microsoft Excel (Created By Z - ISYS Courses) Start Date: 01/10/2011 Course Outcome Status: Active	Assessment Method: Test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS	03/08/2013 - 87% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required 03/08/2013 - 75% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required 08/03/2012 - 100% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required 05/18/2012 - 79% of the students met this criterion. Classification: Criterion Met Action: 1 - No Action Required 12/19/2011 - 89% of students met this criterion. Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required 06/10/2011 - 72% of students met this criteria Classification: Criterion Met Action: 1 - No Action Required 04/15/2011 - 75% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 105 - Intro Micro Systems-Software - Powerpoint - Students will become proficient in using Microsoft PowerPoint (Created By Z - ISYS Courses) Start Date: 01/10/2011 Course Outcome Status: Active	Assessment Method: Test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS	03/08/2013 - 91% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required 10/15/2012 - 100% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required 08/03/2012 - 100% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required 05/18/2012 - 80% of the students met this criterion. Classification: Criterion Met Action: 1 - No Action Required 12/19/2011 - 91% of students met this criterion. Classification:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p> <p>06/10/2011 - 82% of students met this criteria Classification: Criterion Met Action: 1 - No Action Required</p> <p>04/15/2011 - 87% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - ISYS Courses - ISYS 105 - Intro Micro Systems-Software - Integration - Students will become proficient at integrating Word, Excel, and PowerPoint (Created By Z - ISYS Courses)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS</p>	<p>03/08/2013 - 88% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required</p> <p>08/03/2012 - 100% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required</p> <p>08/03/2012 - 100% of the students met this outcome. Classification: Criterion Met Action: 1 - No Action Required</p> <p>05/18/2012 - 77% of the students met this criterion. Classification: Criterion Met Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		12/19/2011 - 87% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required <hr/> 06/10/2011 - 83% of students met this criteria Classification: Criterion Met Action: 1 - No Action Required <hr/> 04/15/2011 - 84% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 321 - Business Information Systems - Information Systems Role - Students will describe the role of information systems in today?s business environment (Created By Z - ISYS Courses) Start Date: 01/10/2011 Course Outcome Status: Active	Assessment Method: TEST Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS	12/19/2011 - 91% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required <hr/> 06/11/2011 - 93% of students met this criterion Classification: Criterion Met Action: 1 - No Action Required <hr/> 04/15/2011 - 73% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 321 - Business Information Systems - Business Models - Students will explain how information technology has transformed organizations in business models (Created By Z - ISYS	Assessment Method: TEST Assessment Method Category: Test - Internally Developed - Pre/Post or	12/19/2011 - 90% of students met this criterion. Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Courses) Start Date: 01/10/2011 Course Outcome Status: Active	Post Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS	1 - No Action Required 06/11/2011 - 92% of students met this criterion Classification: Criterion Met Action: 1 - No Action Required 04/15/2011 - 70% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 321 - Business Information Systems - Components of Information Systems - Students will identify the components of information technology including database, communications, software and hardware (Created By Z - ISYS Courses) Start Date: 01/10/2011 Course Outcome Status: Active	Assessment Method: TEST Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS	12/19/2011 - 99% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required 06/11/2011 - 93% of students met this criterion Classification: Criterion Met Action: 1 - No Action Required 04/15/2011 - 75% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 321 - Business Information Systems - Globalization - Within an information systems context, students will demonstrate an understanding of how globalization impacts the business environment. (Created By Z - ISYS Courses) Start Date: 12/10/2010	Assessment Method: Exam Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: At least 70% of the students will demonstrate proficiency in this area.	12/19/2011 - 87% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required 06/11/2011 - 93% of students met this criterion Classification: Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: Active</p>		<p>Action: 1 - No Action Required</p> <hr/> <p>04/15/2011 - 70% of students satisfied this outcome</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ISYS Courses - ISYS 321 - Business Information Systems - Ethics - Within an information systems context, students will demonstrate how ethical practices impact business activities. (Created By Z - ISYS Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam</p> <p>Criterion for Success: At least 70% of the students will show proficiency in this area.</p>	<p>12/19/2011 - 87% of students met this criterion.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>04/15/2011 - 70% of students satisfied this outcome</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>04/15/2011 - 70% of students satisfied this outcome</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Solving Algebraic Equations & Inequalities - Students will be able to solve a variety of equations and inequalities (e.g. linear equations and inequalities with and without absolute values, quadratic equations, logarithmic equations, exponential equations, and linear systems in 2 or 3 variables.) (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>			
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Understanding & Constructing Graphs - Students will be able to construct graphs of functions and determine and apply the characteristics of graphs to write equations of lines (e.g. calculate slope and intercepts, determine if lines are parallel/perpendicular, graph lines, graph exponential functions, graph logarithmic functions.) (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>			
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Algebraic Manipulation - Students will be able to manipulate various algebraic expressions (e.g. simplify and factor polynomial expressions, simplify radical expressions, simplify expressions involving complex numbers, simplify and expand logarithmic expressions.) (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>			
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Algebraic Problem Solving - Students will be able to solve application problems using algebraic</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>graphical representations. (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Solving Equations - Students will be able to solve a variety of equations (e.g. linear, quadratic, rational, radical, absolute value, exponential, logarithmic, and systems). (Created By Z -</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 46.3% correct responses and the average on the post-test was 85.6% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010 Math 115 Item Analysis of Pre&Post-Test Spring 2010</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 72% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Solving Inequalities - Students will be able to solve a variety of inequalities (e.g. linear, absolute value, compound). (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: No Longer an Outcome</p>	<p>learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>average on the pre-test was 39.5% correct responses and the average on the post-test was 77.5% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Item Analysis of Pre&Post-Test Spring 2010 Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Graphing - Students will be able to graph a variety of functions (e.g. linear, quadratic, exponential, logarithmic). (Created By Z - MATH</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 36.4% correct responses and the average on the post-test was 76.7% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Item Analysis of Pre&Post-Test Spring 2010 Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>2010 12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 57% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Notation - Students will be able to use standard function notation. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 33.3% correct responses and the average on the post-test was 60.8% correct responses. Classification: Criterion Not Met Action: 2 - Pending Action</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students - this outcome was not listed as assessed. Classification: Inconclusive Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Factoring - Students</p>	<p>Assessment Method: An analysis of aggregate student</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>to factor algebraic expressions. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 60.7% correct responses and the average on the post-test was 87.8% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Slope - Students will be able to find the slope of any line. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 37.4% correct responses and the average on the post-test was 84.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 75% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Linear Equations - Students will be able to write equations of lines. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.1% correct responses and the average on the post-test was 78.9% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 67% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Parallel & Perpendicular Lines - Students will be able to determine whether lines are parallel or perpendicular. (Created By Z - MATH</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 33.5% correct responses and the average on the post-test was 63.9% correct responses.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 38% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Simplifying Expressions - Students will be able to simplify radical expressions. (Created By Z -</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: These 2 questions are also related to the outcome labeled "Operations with Radical Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.5% correct responses and the average on the post-test was 83.4% correct responses.</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 74% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Operations with Radical Expressions - Students will be able to perform addition, subtraction, multiplication, division of radical expressions. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: These 2 questions are also related to the outcome labeled "Simplifying Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.5% correct responses and the average on the post-test was 83.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>students with 51% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Operations with Complex Numbers - Students will be able to perform arithmetic operations with complex numbers. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 20.9% correct responses and the average on the post-test was 74.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 50% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Evaluation of Logarithmic & Exponential Expressions - Students will be able to evaluate logarithmic and exponential expressions. (Created By Z</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: One of these questions is also related to the outcome labeled "Properties of Logarithms".) 206 students took the</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>pre-test and 180 of these students took the post-test. The average on the pre-test was 29.9% correct responses and the average on the post-test was 73.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Properties of Logarithms - Students will be able to use the properties of logarithms. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 78% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions related to this outcome. (Note: One of these questions is also related to the outcome labeled "Evaluation of Logarithmic & Exponential Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 29.4% correct responses and the average on the post-test was 86.3% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 79% proficiency recorded on items on this outcome. Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Application - Students will be able to solve application problems using a variety of equations (e.g. linear, quadratic, radical, exponential, logarithmic). (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 34.5% correct responses and the average on the post-test was 72.0% correct responses. Classification: Criterion Met Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 65% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 1 - Compare and contrast the complexities of management and leadership (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Exams and Quizzes: Achieve grade of 75% or better</p> <hr/> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 2 - Demonstrate the ability to gather and analyze critical information necessary for decision making. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 3 - Work in teams to complete research and assignments.</p>	<p>Assessment Method: Project</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>(Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 4 - Present ideas clearly, concisely, and professionally before an audience. (Created By Z - MGMT</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 5 - Analyze a diverse array of organizational components and recommend improvements. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve grade of 75% or better</p> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 6 - Assess the styles and motivators of themselves and</p>	<p>Assessment Method: Exam / Quiz</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
(Created By Z - MGMT Courses) Start Date: 12/02/2009 Course Outcome Status: Active	Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Achieve grade of 75% or better.		
	Assessment Method: Project Assessment Method Category: Project/Model/Invention Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Paper Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Case Study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Presentation Assessment Method Category: Presentation(Oral) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 7 - Explain change and its impact on individuals and groups. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p>		
	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 8 - Evaluate the strengths of diversity, culture, and globalization and their impact on organizations. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p> <hr/> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 1 - International awareness, understand global operations issues and strategies. (Created By Z - MGMT Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 12/07/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Through the use of in-class assignments, both in team format and individual, the understanding of operations management practices will be probed. Each in-class exercise covers a single topic important to operations management.</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Example: in-class assignments allow the instructor to at first work with students to keep them focused on the correct method to a solution. These in-class problems are typically real world problems that students must solve through formulas or logic. An expected score of 70% is required at the base level.</p>	<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 20%, Low 10%</p> <p>Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/30/2011 - Fall 2011, High 60%, Med 40%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/30/2011 - Summer 2011, High 60%, Med 40%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/24/2011 - See related documents for Fall 2010</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MGMT370_Assessment_f2010.docx</p>	
		<p>01/24/2011 - See related document for Summer 2010</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MGMT370_Assessment_sum2010.docx</p>	
<p>01/24/2011 - See related document for Spring 2010 semester</p> <p>Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Action: 1 - No Action Required</p> <p>Related Documents: MGMT370_Assessment_spr2010.do</p> <p>09/14/2010 - In Class assignment on the comparison of brick and mortar to internet companies averaged 86%.</p> <p>Classification: Criterion Met</p> <p>Action: 2 - Pending Action</p> <p>Change Assessment Strategy: Yes</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 2 - Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students develop their own project that displays the use of process improvement tools such as Lean techniques. A minimum of four different lean tools must be incorporated in the project.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: An average score of 70% across the class</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/07/2012 - Students were successful in completing the exercise within forty five minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>01/05/2012 - Students scored an average of 76% on projects that support lean techniques. Student somewhat struggled with the use of technology as a short movie of the issue was required.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/01/2010 - Students averaged 73% presenting different projects from around the campus for</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>improvement. Projects ranged from ways to improve registration to parking.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 3 - Operational strategies; capacity, location, layout/flow, quality and lean. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: In Class students work through a problem concerning Lean Techniques where they improve a production line and load trucks for shipment to a customer. All must be completed to achieve the goal.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: This exercise repeats until the students are successful in shipping 100% quality products in under two minutes.</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 50%, Low 10%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/07/2012 - Students were successful in completing the exercise within one hour and fifteen minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The class kept going as they wanted to achieve a new record: 53 seconds with four players. Possible issue as it almost ran over the allotted time. Review later.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/03/2011 - Students were successful in completing the exercise within one hour. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success. He class did not</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>want to stop! Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>06/01/2010 - Students were successful in completing the exercise within one hour and five minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success. Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 20%, Low 10% Spring 2012 - OnLine Class - High 100% Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 4 - Scheduling and resource control. (Created By Z - MGMT Courses) Start Date: 05/15/2012 Course Outcome Status: Active</p>	<p>Assessment Method: In Class activity using forecasting methods to understand quantity and timing as it applies to a company's ordering habits Assessment Method Category: Z - Other - specify Criterion for Success: Students will attain at least a 70% average score on assessment</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60% Classification: Criterion Met Action: 1 - No Action Required</p> <p>06/07/2012 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/02/2012 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>without instruction. Seven keys elements must be calculated for each problem. New text. Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>06/01/2011 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem as new problem sets are developed each semester. Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/03/2011 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>06/01/2010 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 10%, Low 20% Spring 2012 - OnLine Class - High 100% Classification: Criterion Met Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 5 - Customer service and service operations. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cases presented in class are used to solve customer service issues related to process improvement in service operations.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: The average among students should be 70% or higher score on each case.</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>01/02/2012 - Class did achieve goal, although the use of technology in the form of media presented a challenge when added to PowerPoint.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/01/2011 - Class did achieve goal as projects were mixed between simple and complex in nature. some groups take an easy route while others wanted to impress. Will use tougher guidelines.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 30%, Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 1 - Discuss the evolution of human resource management in organizations. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p>	<p>Assessment Method: Examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up	
Course Outcome Status: Active		Action: 1 - No Action Required 01/25/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required		
		11/08/2011 - MGMT 373 AGA - Sp '11 - 12 High, 2 Medium, 1 Low MGMT 373 VL1 - F '10 - 26 High, 4 Medium, 5 Classification: Criterion Met Action: 1 - No Action Required		
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	01/25/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
			11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
	Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 2 - Assess the effectiveness of and apply the	Assessment Method: Written Assignments	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>affecting the employment relationship. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 11 High, 4 Med., 3 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Class Participation</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Action: 1 - No Action Required</p> <hr/> <p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low Low VL1 - F '10 - 34 High 0 Medium, 1 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 3 - Understand the process of job analysis in creating legal job descriptions/specifications. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 high, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 4 - Assess and select various methods of recruiting a pool of qualified applicants. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Post Criterion for Success: A combined average of 75% or above on all assignments.	Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required <hr/> 01/26/2012 - Fall '11 = 11 High, 3 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required <hr/> 11/08/2011 - AGA - Sp '11 - 12 high, 2 Medium, 1 Low VL1 - F '10 - 26 High 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required <hr/> 01/26/2012 - Fall '11 = 12 High, 6 Med., 0 low Classification: Criterion Met Action: 1 - No Action Required <hr/> 11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 5 - Evaluate and select reliable and valid selection devices (e.g. employment tests, interviews, etc.). (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low</p> <p>Fall '11 - VL2 = 16 high, 2 medium, 2 low</p> <p>Spring '12 - AGA = 12 high, 0 medium, 2 low</p> <p>Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low</p> <p>VL1 - F '10 - 31 High, 2 Medium, 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Examinations</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low</p> <p>Summer '11 - VL1 = 14 high, 1 medium, 2 low</p> <p>Fall '11 - VL2 = 16 high, 2 medium, 2 low</p> <p>Spring '12 - AGA = 12 high, 0 medium, 2 low</p> <p>Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall ' 11 = 11 High, 4 Med., 3 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 6 - Evaluate various methods of training and development. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low CL1 - F '10 - 31 high, 2 medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	assignments.	<p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required</p> <p>11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 7 - Apply the concepts of reliability and validity to the methods and process of performance appraisal. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignment</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/26/2012 - Fall '11 = 14 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required</p> <p>11/09/2011 - AGA - Sp '11 - 12 High, 1 Medium, 1 low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Examinations</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low</p> <p>Summer '11 - VL1 = 14 high, 1 medium, 2 low</p> <p>Fall '11 - VL2 = 16 high, 2 medium, 2 low</p> <p>Spring '12 - AGA = 12 high, 0 medium, 2 low</p> <p>Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 2 Low</p> <p>VL1 - F '10 - 26 High, 4 Medium, 5 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Class Participation</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low</p> <p>Summer '11 - VL1 = 13 high, 1 medium, 3 low</p> <p>Fall '11 - VL2 = 19 high, 0 medium, 1 low</p> <p>Spring '12 - AGA = 12 high, 2 medium, 0 low</p> <p>Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low</p> <p>VL1 - F '10 - 34 High, 0 Medium, 1 Low</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 8 - Understand the various methods of compensation and the advantages and disadvantages of each. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 9 - Analyze various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives. (Created By Z - MGMT Courses)</p>	<p>Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success:</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 12/03/2009 Course Outcome Status: Active	A combined average of 75% or above on all assignments.	Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low</p> <p>VL1 - F '10 - 34 High, 0 Medium, 1 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 10 - Understand the function and importance of safety and health issues in today's workplace. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low</p> <p>VL1 - F '10 - 31 High, 2 Medium, 2 Low</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 24 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 11 - Evaluate the impact of unionization on both union and nonunion organizations. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 12 - Understand the role and process of synthesizing the various human resources systems in support of the organization?s	Assessment Method: Written Assignment Assessment Method Category: Written Product (essay, research paper,	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
objectives. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 medium, 5 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Class Participation</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low</p> <p>VL1 - F '10 - 34 High, 0 Medium, 1 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 1 - Define marketing and explain the importance of discovering and satisfying customer wants and needs. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _47%____ Med _53%____ Low _____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p> <hr/> <p>02/18/2013 - High 73%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Med 24% Low See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 88% Med 12% Low 0 see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx	
		01/11/2012 - High __74%_____ Med__26%_____ Low _____ see related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc	
		05/06/2011 - High __65 % Med__35 %	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Low ___0 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc	
		01/11/2011 - High 38% Med 55% Low 7% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx	
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 2 - Describe the strategic marketing process and its three key phases: planning, implementation and control. (Created By Z - MKTG Courses) Start Date: 09/22/2009	Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	06/10/2013 - High _41%___ Med _57%___ Low _2%___ See related documents Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance	1 - No Action Required Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote	
		02/18/2013 - High 52% Med 49% Low See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 55% Med 41% Low 4% see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG32Sec007.docx MKTG321Sec005.doc MKTG321Sec006.doc	
		01/11/2012 - High _77%____ Med _23%____ Low _____ see related documents Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc</p>	
		<p>05/06/2011 - High __ 54 % Med __ 41 % Low __ 5 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p>	
		<p>01/11/2011 - High 30% Med 63% Low 7% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData02 Cont..docx MKTG 321 Brotherton TracData02.docx</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 3 - Distinguish between marketing mix elements and environmental factors. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _48%____ Med _52%____ Low _____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p>	
		<p>02/18/2013 - High 66% Med 34% Low _____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012</p>	
		<p>05/07/2012 - High 30% Med 44% Low 26% see related files</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG32Sec007.docx 01/11/2012 - High _77%____ Med _20%_____ Low _3%_____ see related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc	
		05/06/2011 - High ___49 % Med ___46 % Low ___5 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc	
		01/11/2011 - High 53% Med 26% Low 21% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 4 - Explain how market segmentation, targeting, and positioning can create competitive advantage. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _45%____ Med _52%____ Low _3%____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p>	
		<p>02/18/2013 - High 31% Med 66% Low 3% See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012</p>	
		<p>05/07/2012 - High 19% Med 81%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Low 0 see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx</p>	
		<p>01/11/2012 - High _57%____ Med _34%____ Low _9%____</p> <p>Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc</p>	
		<p>05/06/2011 - High __60 % Med__40 % Low ___0 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p>	
		<p>01/11/2011 - High 35% Med 43% Low 22%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx	
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 5 - Recognize key characteristics of organizational buying that make it different from consumer buying. (Created By Z - MKTG Courses) Start Date: 09/22/2009 Course Outcome Status: Active	Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance	06/10/2013 - High _39%___ Med _61%___ Low ___ See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote 02/18/2013 - High 17% Med 83% Low See related documents Classification: Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 37% Med 63% Low 0 see related files Classification: Criterion Met	
		Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx	
		01/11/2012 - High _46%__ Med _54%____ Low _____ see related documents Classification: Criterion Met	
		Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc	
		05/06/2011 - High __49 % Med__51 % Low __0 % see related files Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p> <p>01/11/2011 - High 35% Med 62% Low 3% See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx</p>	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 6 - Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _43%__ Med _42%__ Low _15%__ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote 02/18/2013 - High 41% Med 48% Low 14% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 22% Med 78% Low 0 see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx	
		01/11/2012 - High _54%__ Med _43%_____ Low _3%_____ see related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>MKTG321Assessment3.doc</p> <p>05/06/2011 - High ___ 49 % Med___ 46 % Low ___ 5 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p> <hr/> <p>01/11/2011 - High 50% Med 36% Low 14% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx</p>	
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 7 - Describe the elements of the promotions mix (advertising, sales promotions, public	Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.	06/10/2013 - High _40%___ Med _41%___ Low _19%___ See related documents	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>relations, personal selling, and direct marketing) and how they are coordinated to create integrated marketing communications (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p>	
		<p>02/18/2013 - High 7% Med 79% Low 14% See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012</p>	
		<p>05/07/2012 - High 22% Med 78% Low 0 see related files</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx</p>	
		<p>01/11/2012 - High _26% ____ Med _63% ____ Low _11% ____ see related documents</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc</p>	
		<p>05/06/2011 - High __ 30 % Med __ 60 % Low __ 10 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p>	
		<p>01/11/2011 - High 23% Med 52% Low 25% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		docx MKTG 321 Brotherton TracData02 Cont..docx	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 8 - Complete a comprehensive marketing plan for a product or service. (Created By Z - MKTG Courses)</p> <p>Start Date: 01/15/2013</p> <p>Course Outcome Status: Active</p>			
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Resource Familiarity - For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: written report about their experience outlining their familiarity with campus resources. Graded on grammar, and level of comprehension of subject matter.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p> <p>F2008: 97.4% (37/38)</p> <p>F2007: 96.7% (30/31)</p> <p>F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Student Awareness of Academic and Personal Services - For students to develop awareness of how they</p>	<p>Assessment Method: Guest speaker from the field presents and then facilitates a learning style project</p>	<p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center). (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>with the students. Grading is based on participation.</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Understanding of Wellness issues - For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD?s). (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students attend oral presentation and submit written critique of speaker</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Time Management - For students to develop effective time management strategies. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students attend workshop and submit written report.</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Study Skills - For students to understand how to apply basic study skills techniques to the academic courses. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Students attend presentation on study skills techniques. Written report on session. Assessment Method Category: Presentation(Oral) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Differences and Similarities throughout Ferris - For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: 70% of students achieve a final grade of 70% or higher for the course Assessment Method Category: Presentation(Oral) Criterion for Success: attendance	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Advising - For students to receive academic advising and technical assistance to insure appropriate registration for the next semester. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Student must meet with advisor face to face. Assessment Method Category: Interview Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Participation - For encouragement of students to be active participants and contributors in campus and community activities. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Written report on a minimum of one activity that student participated in. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		TracDat for RFIM 101.xlsx	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Integrity and Classroom Etiquette - For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: essay is written on course outcome and critiqued</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Program Offerings and Internship Procedure - For students to know about and understand the Hospitality Programs offerings and internship procedure. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: student attends presentation and written report is critiqued</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 1 - Describe and apply data collection strategies appropriate to specified information objectives (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>		
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 2 - Characterize and interpret categorical data both numerically and visually in terms of classes, frequencies, proportions, and other importance measures (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>	<p>04/11/2013 - 100% of sampled students performed at hi or med level.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Kouider.PDF</p>	
		<p>04/11/2013 - 80% of sampled students performed at hi or med level.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Tymes.PDF</p>	
		<p>05/08/2012 - 70% of students performed at Hi or Med levels.</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met Action: 1 - No Action Required Related Documents: STQM 260 Assessment - 201201 - Kouider	
Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 3 - Characterize and interpret numeric data both numerically and visually in terms of location, dispersion, shape, and exception (Created By Z - STQM Courses) Start Date: 09/22/2009 Course Outcome Status: Active	Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering Assessment Method Category: Portfolio/E-Portfolio Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.	04/11/2013 - 90% of sampled students performed at hi or med level. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Fall 2012 260 Kouider.PDF	
		05/08/2012 - 100% of students performed at Hi or Med levels. Classification: Criterion Met Action: 1 - No Action Required Related Documents: STQM 260 Assessment - 201201 - Kouider	
		05/08/2012 - 90% of the students sampled performed at Hi or Med levels. Classification: Criterion Met Action: 1 - No Action Required Related Documents: STQM 260 Assessment - 201201 - Tymes	
Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 4 - Discuss and apply basic concepts of probability to random variables, probability distributions, and sampling distributions	Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2)		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>		
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 5 - Characterize and interpret relationships between two numeric variables (through scatter plots, correlation, and regression) and two categorical variables (through two-way tables and related percents) (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>		
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 6 - Communicate statistical concepts, methods, and results effectively and ethically through written and/or oral presentations using</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of</p>	<p>04/11/2013 - 90% of sampled students performed at hi or med level.</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>technologies or other resources. (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>	<p>1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Kouider.PDF</p> <p>05/08/2012 - 90% of students performed at Hi or Med levels.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: STQM 260 Assessment - 201201 - Kouider</p>	

Unit Course Assessment Report - Four Column

Ferris State University Program - Resort Management (B.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Adjustment Process - Understand and apply accrual versus cash basis; understand revenue and matching principles; apply adjusting entries for accruals; apply adjusting entries for deferrals; understand and discuss ethical issues related to the adjustment process. (Created By Z - ACCT Courses)	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Define Accounting - Discuss accounting uses; explain the history of accounting and the accounting profession; understand types of business organizations; understand and use financial statement elements; understand and use financial reporting; understand international accounting standards; understand ethical	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>issues related to financial reporting. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions in Merchandising Operations - Understand perpetual and periodic inventory systems; understand and apply the multi-step income statement format; discuss ethical issues related to merchandising operations. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Current & Contingent Liabilities - Understand and explain notes payable and interest expense; understand the impact of product warranties; understand liabilities related to payroll; explain the need for contingent liabilities; demonstrate financial statement presentation of current liabilities; discuss ethical issues related to current liabilities. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Long-Term Liabilities - Understand and discuss types of long-term debt; understand the accounting for bonds process; understand accounting for interest on bonds; understand how to account for premiums and discounts; demonstrate financial statement presentation of long-term liabilities; discuss ethical issues related to long-term liabilities. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Stockholders' Equity - Understand characteristics of the corporate form of organization; understand key components of stockholders' equity; understand accounting procedures for issuing shares of stock; understand accounting and reporting of preferred stock; understand accounting for dividend distributions; demonstrate financial statement presentation of stockholders' equity; discuss ethical issues related to stockholders' equity. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Key Differences Between Financial & Managerial Accounting - Identify the major differences and similarities between financial and managerial accounting; understand the role of management accountants in an organization; understand the basic concepts</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>underlying just-in-time, total quality management, process reengineering, and the Theory of Constraints (TOC); understand the importance of upholding ethical standards; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Costs Flows & Tracing Costs in Manufacturing/Service Sectors - Distinguish between process costing and job-order costing; compute predetermined overhead rates and explain why estimated overhead costs are used in the costing process; understand the flow of costs through a job-order; discuss ethical issues related to costing; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Cost-Volume-Profit Relationship & Mixed Costs - Understand fixed and variable costs behavior; understand and apply cost prediction; prepare an income statement using the contribution format; discuss ethical issues related to cost-volume-profit analysis; understand international accounting issues.</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
(Created By Z - ACCT Courses) Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		
Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Break-Even Analysis & Sensitivity Analysis - Explain how changes in activity affect contribution margin and income; prepare and interpret a cost-volume-profit (CVP) graph; use the contribution margin ratio to compute the changes in contribution margin and net operating income resulting from changes in sales volume; show the effects on contribution margin of changes in variable cost, fixed cost, selling price and sales volume; compute the break-even point in unit sales and sales dollars; determine the level of sales needed to achieve and desired target profit; compute the margin of safety and operating leverage; discuss ethical issues related to costing; understand international accounting issues. (Created By Z - ACCT Courses)	Assessment Method: Homework Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of the class receives a 75%		
Start Date: 07/01/2009 Course Outcome Status: Active	Assessment Method: Tests Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of the class receives a 75%		
Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Operating Budgets - Understand why organizations budget and the processes they use to create budgets; prepare a sales, production, direct material, direct labor, overhead, operating	Assessment Method: Homework Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>expense budget, and cash budget; prepare a pro forma income statement and balance sheet; discuss ethical issues related to budgeting; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Standard costs & Variance Analysis - Explain how direct materials standards and direct labor standards are set; explain how variable costing differs from absorption costing; compute the materials labor and overhead variances; discuss ethical issues related to standard costs; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Relevant & Irrelevant Costs in Making Various Decisions - Identify relevant and irrelevant cost in a decision situation; understand decision making in a</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>make/buy, keep/replace equipment, drop/retain a segment or product, and accept/reject a special order; discuss ethical issues related to managerial accounting decisions; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Flexible Budgeting - Prepare a flexible budget and explain the advantages of the flexible budget approach over the static budget approach; discuss ethical issues related to flexible budgets; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Cash Flow Statements - Explain the statement of cash flows as one of the basic financial statements; summarize the types of cash flow activities</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>reported in the statement of cash flows; prepare a statement of cash flows; discuss ethical issues related to reporting cash flows; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Financial Ratios & Overall Financial Performance/Health of a Business Firm - Prepare and interpret financial statements in comparative and common-size form; compute and interpret financial ratios that would be useful to a managers, common stockholders, short term creditors and long term creditors; discuss ethical issues related to financial statement analysis; understand international accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 202 - Principles of Accounting 2 - Capital Budgeting - Understand how capital budget decisions are made; discuss ethical issues related to capital budgeting; understand international</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>accounting issues. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 1 - Describe the legal system and explain the source and classification of laws. (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 2 - Understand and incorporate the elements of a valid and enforceable contract and recognize and use the terminology associated with contracts (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: Active</p>	<p>Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 3 - Identify the various parties to contracts, assess their rights and obligations and explain how these obligations might be discharged. (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 4 - Compare and select the appropriate remedy(ies) for breach (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - BLAW Courses - BLAW 321 - Contracts and Sales - Outcome 5 - Demonstrate appropriate critical thinking skills as it relates to the ethical formulation and interpretation of contracts and apply these skills to solve frequently encountered legal contractual issues. (Created By Z - BLAW Courses)</p> <p>Start Date: 09/28/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Quiz One: Chapters 1 & 3 (20 points) Quiz Two: Chapters 9 & 10 (20 points) Quiz Three: Chapters 11 & 12 (20 points) Exam One: Chapters 9 through 14 (90 points) Quiz Four: Chapters 15 & 16 (20 points) Exam Two: Chapters 9 through 18 (110 points) Quiz Five: Chapters 21, 22 and 23 (40 points) Exam Three: Chapters 21 through 25 (100 points)</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Analyze - Analyze: Identify and analyze features of markets and industries. (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: - CAGR of post-restructuring Cash Flows (i.e. y4-y8) - Final Exam/Project Score</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 67th Percentile @ CAGR of Cash Flows > 15% 33rd Percentile @ CAGR of Cash Flows ></p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Appraise - Appraise: Appraise internal firm capabilities and external competitive conditions. (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Yr8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Yr8 TOTAL</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	in their Y1-to-Yr8 TOTAL POINTS.		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Develop Strategic Plans - Develop: Develop strategic plans aligned to analysis of internal and external environments. (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Y8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Y8 TOTAL POINTS.</p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Reports - Reports: Prepare effective analysis & decision-making factpacs (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Y8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Y8 TOTAL POINTS.</p>		
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Collaboration - Collaboration: Perform effectively in time-sensitive, collaborative settings (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Comparison of Y1-to-Y8 TOTAL POINTS from Capsim Analyst Report.</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 50% of student firms show 10% improvement in their Y1-to-Y8 TOTAL POINTS. 25% of student firms show 20% improvement in their Y1-to-Y8 TOTAL POINTS.</p>	<p>04/16/2013 - After considering several candidate measures, we ultimately elected to experiment using the numerical expression of Capsim's Star Report. This broad performance metric arises out of the Capsim business simulation program, which is a formidable component of our capstone course. While the Star Report derived its name from Morningstar's ratings of firm's future cash flows against their current stock price, the Capsim report offers only a rough metric of a firm's current financial stability. Still... we hypothesized that this would prove a useful</p>	<p>04/16/2013 - Beginning with the F13 Term, we will evaluate alternative metrics and initiate the proper Beta testing, seeking to operationalize and measure this rather complex team performance variable.</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>measure of a student firm?s collaborative decision-making performance in a real-time competitive setting.</p> <p>Follow-up analysis and discussion among the BUSN499 faculty team lead to the conclusion that the Capsim Star Report failed to prove a valid or reliable indicator of a student firm?s performance. Among the more serious problems with this metric is that it did not recognize the firm?s likely future outcomes owing to its earlier decision-making, and it failed to capture the firm?s learning dynamic</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - BUSN Courses - BUSN 499 - Integrating Experience - Ethics - Ethics: Compete ethically in Capsim business simulation (Created By Z - BUSN Courses)</p> <p>Start Date: 11/16/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Observed breach of ethics in a Capsim firm's competitive conduct.</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: No evidence of ethics breaches found.</p>		
<p>Z - COMM Courses - COMM 105 - Interpersonal Communication - Characteristics - Characteristics of Effective Interpersonal Communicators: Positive Self Concept/Identity, Assertiveness, Self-disclosure, Supportiveness, Ethical Choices. (Created By Z - COMM Courses)</p>			
<p>Z - COMM Courses - COMM 105 - Interpersonal Communication - Interpersonal Theory - Students should be able to demonstrate understanding of</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
research and theories that guide appropriate and effective interpersonal communication choices. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 105 - Interpersonal Communication - Effective Behaviors - Effective interpersonal behaviors: Active Listening, "I" statements, Perception Checking, Immediacy Behaviors (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 105 - Interpersonal Communication - Relational Factors - Relational Factors Affecting Interpersonal Communication: Trust, Power, Attraction, Conflict (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 105 - Interpersonal Communication - Responding appropriately and effectively - Composing and responding appropriately and effectively to messages, including Verbal: Language Nonverbal: paralanguage, eye behavior, etc (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Topic Selection - Choose and narrow a topic appropriately for the audience and occasion. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Thesis - Communicate the thesis in a manner appropriate for audience and occasion. (Created By Z - COMM Courses)			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Suporting Material - Provide effective supporting material based on the audience and occasion. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Organization - Use and organizational pattern appropriate to topic, audience, occasion, and purpose. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Language - Use language that is appropriate to the audience, occasion, and purpose. Use pronunciation, grammar, and articulation appropriate to the designated audience. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Vocal Variety - Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Physical Behaviors - Use physical behaviors that support the verbal message. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Principles/Skills - Understand and apply communication principles and skills in the preparation and delivery of technical and professional presentations. (Created By Z - COMM Courses)			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Critical Thinking - Understand and apply critical thinking principles and skills in the preparation and delivery of informative and persuasive speeches (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Self-Improvement - Develop the ability for continuous self-improvement in professional and technical communication (Created By Z - COMM Courses)			
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 1 - Distinguish the concepts of economic allocation, possibility, efficiency, and growth (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate of correct answers on tests and/or quizzes.	12/09/2011 - Spring 2009 74.5 Spring 2010 74.62 Classification: Criterion Met Action: 1 - No Action Required	
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 2 - Apply the Supply & Demand model to determine market equilibrium and changes in equilibrium (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes	12/09/2011 - Spring 2009 71.05 Spring 2010 72.2 Classification: Criterion Met Action: 1 - No Action Required 08/31/2010 - see related document for ECON 221 outcome 2 result Classification: Criterion Met Action: 1 - No Action Required Related Documents: Econ 221-outcome 2 asmnt-4-10.xlsx	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 3 - Identify the major components of the economy?s circular flow model (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 4 - Identify the meaning, measurement, and causes of unemployment and inflation (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 5 - Distinguish the major types of economic stabilization policies (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 1 - The student will be able to apply the supply and demand model using the tool of elasticity. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>12/09/2011 - Spring 2009 80.9 Spring 2010 77.04</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 2 - The student will be able to apply the theory of consumer choice. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>12/09/2011 - Spring 2009 77.5 Spring 2010 77.7</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 3 - The student will be able to use cost theory to distinguish between the various types of a firm?s costs. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>08/31/2010 - see related document for results of outcome 3</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Econ 222-outcome 3 asmnt-4-10-trac dat 0410.xlsx</p>	
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 4 - The student will be able to apply the principle of profit maximization to determine the firm?s output and price decision. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		
<p>Z - ECON Courses - ECON 222 - Principles of Microeconomics - Outcome 5 - The student will be able to distinguish the characteristics of various market structures and their major implications on the firm?s output and price decision. (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status:</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Active</p> <p>Z - ENGL Courses - ENGL 150 - English 1 - #1 - Students who successfully complete the course will be able to analyze the context and purpose of a writing problem. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #2 - Students who successfully complete the course will be able to develop ideas and find reliable resources for their writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #3 - Students who successfully complete the course will be able to state and support assertions. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations,</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 06/01/2009</p>	<p>measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #4 - Students who successfully complete this course will be able to assess sources and information. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #5 - Students who successfully complete the course will be able to organize their ideas effectively. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #6 - Students who successfully complete the course will be able to choose words and tone of voice appropriate to a given audience. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #7 - Students who successfully complete the course will be able to edit a document in order to achieve more consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ENGL Courses - ENGL 150 - English 1 - #8 - Students who successfully complete the course will be able to demonstrate progress towards standard grammar usage, mechanics, and punctuation. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #9 - Students who successfully complete the course will be able to improve their content and style using feedback and revision. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #10 - Students who successfully complete the course will be able to demonstrate reflection and awareness of their own writing processes. (Created By Z - ENGL</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Courses)</p> <p>Start Date: 06/01/2009</p>	<p>the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Purpose - 1. Purposes for Writing: Upon completion of ENGL 250, students should be able to analyze and define the purpose of their writing. They will demonstrate an ability to understand writing context; inform a reader using a synthesis of supporting material; and argue a position or make an evaluation with supporting reasons and evidence. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Problem solving - 2. Problem Solving/Researching/Documentation: Upon completion of ENGL 250, students should be able to locate information appropriate to their writing and know how to document it. They will generate a focused and workable research thesis; retrieve information from various reliable sources, including the library; recognize and use correctly primary and secondary sources of information and use both correctly; evaluate information found in sources; identify and evaluate the arguments/positions of others; and</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>document sources appropriately. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>			
<p>Z - ENGL Courses - ENGL 250 - English 2 - Audience - 3. Awareness and Knowledge of Audience: Upon completion of ENGL 250, students should be able to analyze and define the needs of their intended audience. They will adapt their writing to the knowledge level of their readers; adapt their writing to readers? values, attitudes, and needs; anticipate and answer readers? questions and/or objections; and use vocabulary and tone appropriate for their readers. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Organizing - 4. Organizing: Upon completion of ENGL 250, students should be able to analyze the writing task and choose appropriate methods of organization. They will produce an outline for an extended document; demonstrate appropriate and effective organization for an extended document; provide appropriate contexts for material from sources; and insert visuals where appropriate. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores. 		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Editing - 5. Editing: Upon completion of ENGL 250, students should be able to produce effective written communication, demonstrating appropriate use of language, sentence structure, and grammar. They</p>	<p>Assessment Method: Assessment methods will include these:</p> <ol style="list-style-type: none"> 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of 		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>will avoid common grammatical errors of standard English; quote accurately; vary sentence length and style for rhetorical purposes; use concise language; use correct grammar, syntax, punctuation, and spelling; and maintain a consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Collaborating - 6. Collaborating: Upon completion of ENGL 250, students should be able to work effectively with others to produce and/or revise written materials. They will collaborate with the instructor and others; critique others' drafts; and use peer review to revise their own writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Types - Students will be able to correctly prepare the appropriate document types for diverse business situations. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Layout - Students will be able to prepare documents that</p>	<p>Assessment Method: Methods may include: periodic multi-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
demonstrate principles of effective layout and design. (Created By Z - ENGL Courses)	sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Visuals - Students will be able to effectively use visuals to represent data and other information in documents. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Analyze situations - Students will be able to analyze business situations to identify the different audiences, the discourse expectations, and the rhetorical challenges that the writer confronts. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Rhetorical - Students will be able to apply a variety of rhetorical strategies to effectively meet the informative and persuasive demands of different business situations. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews,		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Audience - Students will be able to manage tone, organization, and content to be business appropriate to diverse audiences and situations. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Decisions - Students will be able to effectively presnet information that would aid in making business decisions. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Analytic report - Students will be able to conduct the necessary primary and/or secondary research, analyze and organize the resulting infomation, and write a longer analytic report for multiple audiences that meets business standards. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Informational content -</p>	<p>Assessment Method: Methods may include: periodic multi-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Students will be able to carefully and accurately control the informational content and details in the communication to meet professional business expectations effectively. (Created By Z - ENGL Courses)	sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Proofreading - Students will be able to effectively proofread business documents to meet business expectations. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Collaboration - Students will be able to, where appropriate, work collaboratively to produce professional documents. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.		
Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Ethical - Students will be able to consciously apply ethical and legal principles in responding to business communication situations. (Created By Z - ENGL Courses)	Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews,		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Discourse communities - Students will be able to explain the construction and expectation of complex business discourse communities (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - ENGL Courses - ENGL 325 - Advanced Business Writing - Channels - Students will be able to, where appropriate, effectively present business information through other channels (for example, web presentations, online discussions, e-mail, oral presentations, etc.) (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Methods may include: periodic multi-sectional reviews -portfolio or pre and post using multiple raters; evaluation of aggregate student performance on writing assignments employing rating rubric, aggregate performance on quizzes and tests, end of semester portfolio reviews, aggregate performance on individual or group situation/audience analysis.</p>		
<p>Z - FINC Courses - FINC 322 - Financial Management 1 - Corporate Finance - Understand the basic goals and functions of corporate finance (Created By Z - FINC Courses)</p> <p>Start Date: 12/01/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam # 1 and # 5</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Pass with a C- or higher</p>	<p>04/09/2013 - Fall 2012: Average of two exams: 77%; Exam 1 (71%); Exam 5 (81%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/31/2012 - Fall 2011: Average of two exams and project: 79%; Exam 1 (80%); Exam 5 (79%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>12/21/2010 - Fall 2010: Average of two exams</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		and project: 82.5% Exam 1 80% Exam 5 85% Classification: Criterion Met Action: 1 - No Action Required	
Z - FINC Courses - FINC 322 - Financial Management 1 - Basic concepts - Demonstrate an understanding of the basic concepts of risk and return trade-off in making financial decisions. (Created By Z - FINC Courses) Course Outcome Status: Active	Assessment Method: Exams # 2 - #4 Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Pass with a C- or higher.	04/09/2013 - Fall 2012: Average of three exams and project: 79%; Exam 2 (73%); Exam 3 (75%); Exam 4 (73%). Classification: Criterion Met Action: 1 - No Action Required	
		01/31/2012 - Fall 2011: Average of three exams and project: 77%; Exam 2 (82%); Exam 3 (65%); Exam 4 (68%) Classification: Criterion Met Action: 1 - No Action Required	01/31/2012 - Action1: No action required. Although the average is 77%, exams 3 and 4 fall below C-. The instructor will spend more time to cover exam 3 and 4 topics to improve student's understanding with more examples and practice problems
		12/21/2010 - Fall 2010: Average of exams and project: 75%. Exam 2 71% Exam 3 60% Exam 4 74% Classification: Criterion Met Action: 2 - Pending Action	12/21/2010 - Instructor will spend more time to cover exam 3 topics to improve student's understanding with more examples.
	Assessment Method: Financial Analysis Project Assessment Method Category: Project/Model/Invention Criterion for Success: Pass with C- or higher.	04/09/2013 - Fall 2012: Project (94%). Classification: Criterion Met Action: 1 - No Action Required	
		01/31/2012 - Fall 2011 - Project (93%) Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required 12/21/2010 - Project average. 95% Classification: Criterion Met Action: 1 - No Action Required	
Z - FINC Courses - FINC 322 - Financial Management 1 - Financial Analysis - Demonstrate an understanding of analyzing financial performance through the use of financial analysis and forecasting. (Created By Z - FINC Courses) Course Outcome Status: Active	Assessment Method: Exam # 1 Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Pass with C- or higher Assessment Method: Financial Analysis Project Assessment Method Category: Project/Model/Invention Criterion for Success: Pass with C- or higher.	04/09/2013 - Fall 2012: Average of exam 1 and project: 84%; Exam 1 (73%). Classification: Criterion Met Action: 1 - No Action Required 01/31/2012 - Fall 2011: Average of exam and project: 86%; Exam 1 (80%) Classification: Criterion Met Action: 1 - No Action Required 12/21/2010 - Fall 2010: Average of exam and project: 87.5% Exam 1: 80% Project: 95% Classification: Criterion Met Action: 1 - No Action Required 04/09/2013 - Fall 2012: Project (94%). Classification: Criterion Met Action: 1 - No Action Required 01/31/2012 - Fall 2011: Project (93%) Classification: Criterion Met Action: 1 - No Action Required 12/21/2010 - Project average: 95% Classification: Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required	
<p>Z - FINC Courses - FINC 322 - Financial Management 1 - Time Value of Money - Demonstrate an understanding of the basic concepts of time value of money in making financial decisions and in capital budgeting. (Created By Z - FINC Courses)</p> <p>Start Date: 12/01/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam # 2 and Exam # 4</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Pass with C- or higher.</p>	<p>04/09/2013 - Fall 2012: Average of two exams and homework: 79%; Exam 2 (73%); Exam 4 (73%).</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/31/2012 - Fall 2011: Average of two exams and homework: 81%; Exam 2 (82%); Exam 4</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>12/21/2010 - Fall 2010. Average of two exams and homework: 73%. Exam 2: 71% Exam 4 74% Homework 73%.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>04/09/2013 - Fall 2012: Homework (91%).</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/31/2012 - Fall 2011: Homework (92%)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>01/31/2012 - Action 1 - No action required. Although the average is 81%, exam 4 falls below C-. The instructor will spend more time to cover exam 4 topics to improve student's understanding with more examples and practice problems.</p>

Z - FINC Courses - FINC 322 - Financial

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Management 1 - Analytical Skills - Improve analytical and problem solving skills (Created By Z - FINC Courses)</p> <p>Start Date: 12/01/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam # 1- # 5</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>04/09/2013 - Fall 2012: Average of all 81%. Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Criterion for Success: Pass with a C- or higher</p>	<p>01/31/2012 - Fall 2011: Average of all 78% Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>12/21/2010 - Fall 2010: Average of exams, homework, project: 76% Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Homework Assignment # 1 and # 2</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>	<p>04/09/2013 - Fall 2012: Average of all 81%. Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Criterion for Success: Pass with C- or higher</p>	<p>01/31/2012 - Fall 2011: Average of all 78% Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Financial Analysis Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Pass with C- or better</p>	<p>04/09/2013 - Fall 2012: Average of all 81%. Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>01/31/2012 - Fall 2011: Average of all 78% Classification: Criterion Met Action: 1 - No Action Required</p>		

Z - HOMT Courses - HOMT 301 - Property-Facilities Management - Define key terms

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>and concepts - The student will be able to define key terms and concepts associated with facilities management within the hospitality industry. (Created By Z - HOMT Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test- Based upon yearly updated certification exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Score of 70% or higher on test</p>		
<p>Z - HOMT Courses - HOMT 301 - Property-Facilities Management - Factors controlling facilities management - The student will be able to identify the factors controlling facilities management and understand the concepts of economic values of product and services. (Created By Z - HOMT Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test- Based upon yearly updated certification exam</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Score of 70% or higher on test</p>		
<p>Z - HOMT Courses - HOMT 301 - Property-Facilities Management - Facilities management certification - Have at least 80% of student received a passing score of 70% on the certification offered by the American Hotel & Lodging Education Foundation for Facilities Management. (Created By Z - HOMT Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Certification Exam</p> <p>Criterion for Success: Score of 70% or higher on final certification exam</p>	<p>04/08/2013 - 2012- 42 students took the final exam, 31 students received a 70% or higher on the certification final. That is a 74% success rate.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <hr/> <p>07/01/2012 - 2007- 45 students took the final, 40 students received a 70% or higher on the certification final. That is an 89% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/01/2012 - 2008- 50 students took the final, 42 students received a 70% or higher on the certification final. That is an 84% success rate.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>07/01/2012 - 2009- 39 students took the final, 31 students received a 70% or higher on the certification final. That is an 80% success rate. Classification: Criterion Met Action: 1 - No Action Required</p> <p>07/01/2012 - 2010- 42 students took the final, 38 students received a 70% or higher on the certification final. That is an 90% success rate. Classification: Criterion Met Action: 1 - No Action Required Related Documents: HOMT 301 final grades 2010 Fall 2010 HOMT 301 Data.docx</p> <p>07/01/2012 - 2011- 38 students took the final exam, 31 students received a 70% or higher on the certification final. That is a 81% success rate. Classification: Criterion Met Action: 1 - No Action Required Related Documents: HOMT 301 final grades 2011 .xlsx</p>	
<p>Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Define key terms and concepts - Understand key characteristics of today?s meetings market including classification of meetings, the client market, and meeting facilities. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status:</p>	<p>Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>05/31/2013 - S2013 66.7% (34/51) Classification: Criterion Not Met Action: 2 - Pending Action</p> <p>07/13/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30) Classification:</p>	<p>07/17/2012 - After SU 2010 results, a comprehensive study guide was developed by A. Dorey for the</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active		Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 305.xlsx	students to use to strategically prepare for this certification exam. The guide was first provided in the S2011 semester.
Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Convention Sales - Demonstrate knowledge on organizing and performing convention sales with consideration to unique market characteristics. (Created By Z - HOMT Courses) Course Outcome Status: Active	Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 70% of students pass with a 70% or higher	05/31/2013 - S2013 66.7% (34/51) Classification: Criterion Not Met Action: 2 - Pending Action <hr/> 07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 305.xlsx	
Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Contracts and Negotiations - Demonstrate ability to analyze and determine appropriate relevance of contractual requirements and negotiations tuned to the meetings industry (Created By Z - HOMT Courses) Course Outcome Status: Active	Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 70% of students pass with a 70% or higher	05/31/2013 - S2013 66.7% (34/51) Classification: Criterion Not Met Action: 2 - Pending Action <hr/> 07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 305.xlsx	
Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Convention Service - Demonstrate ability to assemble	Assessment Method: American Hotel and Lodging Educational	05/31/2013 - S2013 66.7% (34/51) Classification:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>organize details and implement control mechanisms for quality of all venue requirements including logistics, function room set, food and beverage, service, technology, admissions, and companion programs. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status: Active</p>	<p>Institute Convention Management and Service Certification Exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 305.xlsx</p>	
<p>Z - HOMT Courses - HOMT 305 - Convention and Meeting Sales - Convention reporting - Understand the strategic approach for billing and post-convention review for continuous improvement initiatives. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: American Hotel and Lodging Educational Institute Convention Management and Service Certification Exam</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 70% of students pass with a 70% or higher</p>	<p>05/31/2013 - S2013 66.7% (34/51)</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>07/17/2012 - S2012 96.9 % (32/33)/ S2011 96.9% (32/33)/ SU2010 71.4% (5/7) / S2010 70% (21/30)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 305.xlsx</p>	
<p>Z - HOMT Courses - HOMT 392 - HOMT Internship - Industry Immersion - Students will be able to develop and execute hospitality industry strategies through practical application of industry knowledge. (Created By Z - HOMT Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: comprehensive report with bi-monthly journals site evaluations (midpoint and end of internship)</p> <p>Assessment Method Category: Internship Evaluation</p> <p>Criterion for Success: Student passes course CR/ NC</p>	<p>07/20/2012 - S2012: 100% (16/16) F2011: 100% (11/11) SU2011: 100% (55/55)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - HOMT Courses - HOMT 403 - Hospitality Law - Ethical and Legal Decisions -</p>	<p>Assessment Method: Written test</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Demonstrate an understanding of how the US legal system affects the ethical and legal decisions of the hospitality manager. (Created By Z - HOMT Courses)	Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Contract and Tort Theories - Apply contract and tort theories to situations in the hospitality industry to appreciate the importance of preventing legal problems before they occur. (Created By Z - HOMT Courses)	Assessment Method: Written test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Hiring laws - Explain and apply the laws involved in hiring and managing employees (Created By Z - HOMT Courses)	Assessment Method: Written test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Rights and Liabilities - Identify and explain the rights and liabilities of sellers of food and alcoholic beverages (Created By Z - HOMT Courses)	Assessment Method: case study and written test Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 403 - Hospitality Law - Safety and Security - Develop critical analysis skills necessary to make decisions involving the safety and security of employees and guests (Created By Z - HOMT Courses)	Assessment Method: written test and case study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: 75 % of students will pass with 75% or		
Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Reservation Terms	Assessment Method: Educational Institute of the American Hotel	06/25/2012 - For Spring 2011, Sections 001 & 002, students scored an average of 71 out of 100	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Knowledge of basic front office terms such as overflow property, transient, target market, revenue management, no-show, walking, franchise, contract management, etc. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>& Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>possible or 71%. Of the students who took the exam 70% scored 70% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <hr/> <p>06/25/2012 - For Spring 2009, Sections 001 & 002, students scored an average 72 out of 100 possible or 72%. Of the students who took the exam 66% scored 70% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <hr/> <p>05/04/2010 - For Spring 2010, Sections 001 & 002, students scored an average or 69 points out of 100 possible or 69%. Of the students who took the exam 40% scored 70% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>06/25/2012 - 1) Add terms to Blackboard SCORM. 2) Allow students to retake tests. 3) Create practice final exam.</p> <hr/> <p>06/25/2012 - 1) Require attendance.</p> <hr/> <p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Organizational Structure - Classify functional areas of a hotel by front of the house, back of the house, revenue center, support center, and organizational structure. (Created By Z -</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Educational Insitute of the American Hotel & Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>05/04/2010 - 61% of students passed with an average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Terms Associated</p>	<p>Assessment Method: Educational Insitute of the American Hotel</p>	<p>05/04/2010 - 61% of students passed with an</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Groups - Familiar with terms used for group reservations such as wash factor, master folio, rooming lists, VIP, hospitality suite, cut-off date, group resume, reader board, etc. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/31/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>& Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p> <hr/>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Financial Terms - Demonstrate and apply knowledge of front office accounting terms and functions such as vouchers, house limits, floor limits, allowances, transfers, ledgers, due-backs and folios. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Completion of sample night audit project.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>05/04/2010 - 61% of students passed with an average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p> <hr/> <p>04/06/2010 - 73% of students scored 75% or higher with the average score for the class being 82%.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Changed hotel front office simulation program. Focused on more in class practice with accounting formulas and revenue management.</p> <hr/> <p>01/10/2011 - Added an additional day in class to work on the project.</p> <hr/>
<p>Z - HOMT Courses - HOMT 404 - Front Office Proc-Accounting - Principles of Revenue Management - Demonstrate the ability to apply revenue management principles to maximize revenue. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 01/31/2012</p>	<p>Assessment Method: Educational Institute of the American Hotel & Lodging Association certification exam for Managing Front Office Operations.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>05/04/2010 - 61% of students passed with an average score of 69 out of 100 questions answered correctly.</p> <p>Classification: Criterion Not Met</p> <p>Action: 3 - Action Completed</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>01/10/2011 - Focused on more in class practice with accounting formulas and revenue management.</p> <hr/>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	Assessment Method: Students will analyze case study to determine whether to accept or reject a potential group client based on revenue management and associated issues. Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Students will complete in class assignment with correct calculations.	04/08/2010 - Students who attended class completed analysis of the assigned case with 100% accuracy. Classification: Criterion Met Action: 1 - No Action Required	
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Content Knowledge in the field of Resort and Hospitality Management - Demonstrate content knowledge in the field of Resort and Hospitality Management (Created By Z - HOMT Courses)	Assessment Method: Certification exam, Educational Institute of American Hotel Motel Association Assessment Method Category: Certification Exam Criterion for Success: 75% or higher		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Research and Analyze Information - Research and analyze information in the field of Resort and Hospitality Management (Created By Z - HOMT Courses)	Assessment Method: Certification exam Educational Institute of American Hotel Motel Association Assessment Method Category: Certification Exam Criterion for Success: 75% or higher Assessment Method: completion of course project Assessment Method Category: Project/Model/Invention Criterion for Success: at least 70% of students achieve med or high performance		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Satisfactory oral and written presentation skills - Demonstrate satisfactory oral and written presentation skills (Created By Z - HOMT Courses)	Assessment Method: course project will be written and oral Assessment Method Category: Project/Model/Invention Criterion for Success:		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	at least 70% of students achieve medium or high performance		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Professional information - Evaluate information in order to understand the dynamics of changing work environments, problem solve, make decisions, and provide leadership skills necessary to succeed in the resort, hospitality, recreation, and tourism profession. (Created By Z - HOMT Courses)	Assessment Method: 75% of the students earn 75% or higher on certification exam Educational Institute of American Hotel Motel Lodging Association Assessment Method Category: Certification Exam Criterion for Success: Passing certification exam with 75% or higher		
Z - HOMT Courses - HOMT 405 - Resort-Recreation Mgmt-Tourism - Recreation Industry - Demonstrate ability of understanding of the recreation industry on a national and international level (Created By Z - HOMT Courses)	Assessment Method: Oral and written report on segments within the recreation industry on a national and international level. Assessment Method Category: Project/Model/Invention Criterion for Success: 85% of the students earn 80% or higher on written report and oral presentation		
	Assessment Method: Educational Institute American Hotel Motel Association certification Assessment Method Category: Certification Exam Criterion for Success: 75% or higher		
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Role of Management - Define the role of management from the prospective of management style, skill sets, management functions, roles of managers, and fundamentals of leadership. (Created By Z - HOMT Courses) Start Date: 01/01/2011	Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of	06/25/2012 - For Spring 2009, students scored an average of 69 out of 100 points possible or 69%. Of the students who took the exam 52% scored 70% or higher. Classification: Criterion Not Met Action: 2 - Pending Action	06/25/2012 - 1) Focus on only the points in the chapters directly related to the certification exam.

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>End Date: 05/28/2013</p> <p>Course Outcome Status: Active</p>	<p>or higher needed to earn the certificate.</p>	<p>12/14/2010 - For Fall 2010, students scored an average of 86 out of 100 points possible or 86%. Of the students who took the exam 95% scored 70% or higher.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/04/2010 - For Spring 2010, students scored an average of 85 out of 100 points possible or 85%. Of the students who took the exam 89% scored 70% or higher.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Professional Education - Student will be able to demonstrate their ability to apply professional presentation skills, engage an audience in a learning activity, use professional writing skills by investigating vital industry topic, complete professional research on industry issue, and perform peer evaluation. (Created By Z - HOMT Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/22/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Utilizing a standard set of rubrics, students will complete research on an industry topic and develop a professional education presentation. Presentation to include a powerpoint, an activity supporting learning outcomes, and a written report illustrating validity of their research.</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students will achieve a total score of 70% or higher for the project.</p>	<p>07/20/2012 - S2012: 100% (17/17) F2011: 100% (19/19)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 499.xlsx</p>	<p>07/20/2012 - Include an additional assessment tool in future course, testing the students on all presentation contents.</p> <hr/>
<p>Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Hospitality Management - Student will demonstrate in writing the understanding of financial management skills, quality service within the industry, and the development of a professional portfolio. (Created By Z - HOMT Courses)</p>	<p>Assessment Method: Student will complete a written report outlining the key concepts of the guest speakers.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>	<p>07/20/2012 - S2012: 88.2% (15/17) F201: 78.9% (15/19)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 08/22/2011 Course Outcome Status: Active	Criterion for Success: 70% of students will achieve a score of 70% or higher	Related Documents: TracDat for 499.xlsx	
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Continuous Improvement Process - Discuss the continuous improvement process along with tools, steps, incremental and breakthrough improvements. (Created By Z - HOMT Courses) Start Date: 01/01/2011 End Date: 01/31/2012 Course Outcome Status: No Longer an Outcome	Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.	06/25/2012 - For Spring 2011, students scored an average of 78 out of 100 points possible or 78%. Of the students who took the exam 83% scored 70% or higher. Classification: Criterion Met Action: 1 - No Action Required 12/14/2010 - 85% of students passed with an average score of 86 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required 05/04/2010 - 78% of students passed with an average score of 84 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required	
Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Power and Empowerment - Explain power and empowerment along with centralization, decentralization, authority, responsibility, delegation, communication style and power tactics. (Created By Z - HOMT Courses) Start Date: 01/01/2011 End Date: 01/31/2012 Course Outcome Status: No Longer an Outcome	Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry. Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.	12/14/2010 - 85% of students passed with an average score of 86 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required 05/04/2010 - 78% of students passed with an average score of 84 correct out of 100 questions. Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - HOMT Courses - HOMT 499 - Hospitality Policies - Issues - Barriers to Effective Communication - Define barriers to effective communication along with feedback, types of communication, nonverbal clues, space, and forms of listening. (Created By Z - HOMT Courses)</p> <p>Start Date: 01/01/2011</p> <p>End Date: 05/28/2013</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Educational Insitute of the American Hotel & Motel Association certification exam for Leadership & Management inthe Hospitality Industry.</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 75% of students will pass with a score of 70% or higher needed to earn the certificate.</p>	<p>12/14/2010 - 85% of students passed with an average score of 86 correct out of 100 questions.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/04/2010 - 78% of students passed with an average score of 84 correct out of 100 questions.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ISYS Courses - ISYS 321 - Business Information Systems - Information Systems Role - Students will describe the role of information systems in today?s business environment (Created By Z - ISYS Courses)</p> <p>Start Date: 01/10/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: TEST</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS</p>	<p>12/19/2011 - 91% of students met this criterion.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/11/2011 - 93% of students met this criterion</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>04/15/2011 - 73% of students satisfied this outcome</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ISYS Courses - ISYS 321 - Business Information Systems - Business Models - Students will explain how information technology has transformed organizations in business models (Created By Z - ISYS Courses)</p> <p>Start Date:</p>	<p>Assessment Method: TEST</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: AT LEAST 70% OF STUDENTS WILL</p>	<p>12/19/2011 - 90% of students met this criterion.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/11/2011 - 92% of students met this criterion</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
01/10/2011 Course Outcome Status: Active	COMPETENCY IN THIS OUTCOME	Criterion Met Action: 1 - No Action Required 04/15/2011 - 70% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 321 - Business Information Systems - Components of Information Systems - Students will identify the components of information technology including database, communications, software and hardware (Created By Z - ISYS Courses) Start Date: 01/10/2011 Course Outcome Status: Active	Assessment Method: TEST Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: AT LEAST 70% OF STUDENTS WILL EXHIBIT COMPETENCY IN THIS	12/19/2011 - 99% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required 06/11/2011 - 93% of students met this criterion Classification: Criterion Met Action: 1 - No Action Required 04/15/2011 - 75% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
Z - ISYS Courses - ISYS 321 - Business Information Systems - Globalization - Within an information systems context, students will demonstrate an understanding of how globalization impacts the business environment. (Created By Z - ISYS Courses) Start Date: 12/10/2010 Course Outcome Status: Active	Assessment Method: Exam Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: At least 70% of the students will demonstrate proficiency in this area.	12/19/2011 - 87% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required 06/11/2011 - 93% of students met this criterion Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		04/15/2011 - 70% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required	
<p>Z - ISYS Courses - ISYS 321 - Business Information Systems - Ethics - Within an information systems context, students will demonstrate how ethical practices impact business activities. (Created By Z - ISYS Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam</p> <p>Criterion for Success: At least 70% of the students will show proficiency in this area.</p>	<p>12/19/2011 - 87% of students met this criterion. Classification: Criterion Met Action: 1 - No Action Required</p> <p>04/15/2011 - 70% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required</p> <p>04/15/2011 - 70% of students satisfied this outcome Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Solving Algebraic Equations & Inequalities - Students will be able to solve a variety of equations and inequalities (e.g. linear equations and inequalities with and without absolute values, quadratic equations, logarithmic equations, exponential equations, and linear systems in 2 or 3 variables.) (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: Active</p>			
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Understanding & Constructing Graphs - Students will be able to construct graphs of functions and determine and apply the characteristics of graphs to write equations of lines (e.g. calculate slope and intercepts, determine if lines are parallel/perpendicular, graph lines, graph exponential functions, graph logarithmic functions.) (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>			
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Algebraic Manipulation - Students will be able to manipulate various algebraic expressions (e.g. simplify and factor polynomial expressions, simplify radical expressions, simplify expressions involving complex numbers, simplify and expand logarithmic expressions.) (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>			
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Algebraic Problem Solving - Students will be able to solve application problems using algebraic models and graphical representations. (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Assessment Cycles: Learning Start Date: 08/29/2011 Course Outcome Status: Active	learning outcomes throughout the course. Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.		
Z - MATH Courses - MATH 115 - Intermediate Algebra - Solving Equations - Students will be able to solve a variety of equations (e.g. linear, quadratic, rational, radical, absolute value, exponential, logarithmic, and systems). (Created By Z - End Date: 08/26/2011 Course Outcome Status: No Longer an Outcome	Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course. Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.	05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 46.3% correct responses and the average on the post-test was 85.6% correct responses. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010 Math 115 Item Analysis of Pre&Post-Test Spring 2010 12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 72% proficiency recorded on items on this outcome. Classification: Criterion Met Action: 1 - No Action Required	
Z - MATH Courses - MATH 115 - Intermediate Algebra - Solving Inequalities - Students will be able to solve a variety of inequalities (e.g. linear, absolute value, compound). (Created By Z - MATH Courses)	Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.	05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 39.5% correct responses and the average on the post-test was	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: No Longer an Outcome</p>	<p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>77.5% correct responses. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Math 115 Item Analysis of Pre&Post-Test Spring 2010 Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010</p> <hr/> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 69% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Graphing - Students will be able to graph a variety of functions (e.g. linear, quadratic, exponential, logarithmic). (Created By Z - MATH</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 36.4% correct responses and the average on the post-test was 76.7% correct responses. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Math 115 Item Analysis of Pre&Post-Test Spring 2010 Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 57% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Notation - Students will be able to use standard function notation. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 33.3% correct responses and the average on the post-test was 60.8% correct responses.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p>	
		<p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students - this outcome was not listed as assessed.</p> <p>Classification: Inconclusive</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Factoring - Students will be able to factor algebraic expressions.</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes,</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>180 of these students took the post-test. The average on the pre-test was 60.7% correct responses and the average on the post-test was 87.8% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <hr/> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 65% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Slope - Students will be able to find the slope of any line. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 37.4% correct responses and the average on the post-test was 84.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 75% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Linear Equations - Students will be able to write equations of lines. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.1% correct responses and the average on the post-test was 78.9% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 67% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Parallel & Perpendicular Lines - Students will be able to determine whether lines are parallel or perpendicular. (Created By Z - MATH</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 33.5% correct responses and the average on the post-test was 63.9% correct responses.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 38% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Simplifying Expressions - Students will be able to simplify radical expressions. (Created By Z -</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: These 2 questions are also related to the outcome labeled "Operations with Radical Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.5% correct responses and the average on the post-test was 83.4% correct responses.</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 74% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Operations with Radical Expressions - Students will be able to perform addition, subtraction, multiplication, division of radical expressions. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: These 2 questions are also related to the outcome labeled "Simplifying Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.5% correct responses and the average on the post-test was 83.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>students with 51% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Operations with Complex Numbers - Students will be able to perform arithmetic operations with complex numbers. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 20.9% correct responses and the average on the post-test was 74.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 50% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Evaluation of Logarithmic & Exponential Expressions - Students will be able to evaluate logarithmic and exponential expressions. (Created By Z</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: One of these questions is also related to the outcome labeled "Properties of Logarithms".) 206 students took the</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>pre-test and 180 of these students took the post-test. The average on the pre-test was 29.9% correct responses and the average on the post-test was 73.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <hr/> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 78% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Properties of Logarithms - Students will be able to use the properties of logarithms. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions related to this outcome. (Note: One of these questions is also related to the outcome labeled "Evaluation of Logarithmic & Exponential Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 29.4% correct responses and the average on the post-test was 86.3% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 79% proficiency recorded on items on this outcome. Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Application - Students will be able to solve application problems using a variety of equations (e.g. linear, quadratic, radical, exponential, logarithmic). (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 34.5% correct responses and the average on the post-test was 72.0% correct responses. Classification: Criterion Met Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 65% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 1 - Compare and contrast the complexities of management and leadership (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Exams and Quizzes: Achieve grade of 75% or better</p> <hr/> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 2 - Demonstrate the ability to gather and analyze critical information necessary for decision making. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 3 - Work in teams to complete research and assignments.</p>	<p>Assessment Method: Project</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>(Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 4 - Present ideas clearly, concisely, and professionally before an audience. (Created By Z - MGMT</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 5 - Analyze a diverse array of organizational components and recommend improvements. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve grade of 75% or better</p> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 6 - Assess the styles and motivators of themselves and</p>	<p>Assessment Method: Exam / Quiz</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
(Created By Z - MGMT Courses) Start Date: 12/02/2009 Course Outcome Status: Active	Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Achieve grade of 75% or better.		
	Assessment Method: Project Assessment Method Category: Project/Model/Invention Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Paper Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Case Study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.		
	Assessment Method: Presentation Assessment Method Category: Presentation(Oral) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 7 - Explain change and its impact on individuals and groups. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p>		
	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 8 - Evaluate the strengths of diversity, culture, and globalization and their impact on organizations. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p> <hr/> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 1 - International awareness, understand global operations issues and strategies. (Created By Z - MGMT Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 12/07/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Through the use of in-class assignments, both in team format and individual, the understanding of operations management practices will be probed. Each in-class exercise covers a single topic important to operations management.</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Example: in-class assignments allow the instructor to at first work with students to keep them focused on the correct method to a solution. These in-class problems are typically real world problems that students must solve through formulas or logic. An expected score of 70% is required at the base level.</p>	<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 20%, Low 10%</p> <p>Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/30/2011 - Fall 2011, High 60%, Med 40%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/30/2011 - Summer 2011, High 60%, Med 40%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/24/2011 - See related documents for Fall 2010</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MGMT370_Assessment_f2010.docx</p>	
		<p>01/24/2011 - See related document for Summer 2010</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MGMT370_Assessment_sum2010.docx</p>	
<p>01/24/2011 - See related document for Spring 2010 semester</p> <p>Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Action: 1 - No Action Required</p> <p>Related Documents: MGMT370_Assessment_spr2010.do</p> <p>09/14/2010 - In Class assignment on the comparison of brick and mortar to internet companies averaged 86%.</p> <p>Classification: Criterion Met</p> <p>Action: 2 - Pending Action</p> <p>Change Assessment Strategy: Yes</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 2 - Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students develop their own project that displays the use of process improvement tools such as Lean techniques. A minimum of four different lean tools must be incorporated in the project.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: An average score of 70% across the class</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/07/2012 - Students were successful in completing the exercise within forty five minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>01/05/2012 - Students scored an average of 76% on projects that support lean techniques. Student somewhat struggled with the use of technology as a short movie of the issue was required.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/01/2010 - Students averaged 73% presenting different projects from around the campus for</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>improvement. Projects ranged from ways to improve registration to parking.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 3 - Operational strategies; capacity, location, layout/flow, quality and lean. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: In Class students work through a problem concerning Lean Techniques where they improve a production line and load trucks for shipment to a customer. All must be completed to achieve the goal.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: This exercise repeats until the students are successful in shipping 100% quality products in under two minutes.</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 50%, Low 10%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/07/2012 - Students were successful in completing the exercise within one hour and fifteen minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The class kept going as they wanted to achieve a new record: 53 seconds with four players. Possible issue as it almost ran over the allotted time. Review later.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>01/03/2011 - Students were successful in completing the exercise within one hour. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success. He class did not</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>want to stop! Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>06/01/2010 - Students were successful in completing the exercise within one hour and five minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success. Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 20%, Low 10% Spring 2012 - OnLine Class - High 100% Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 4 - Scheduling and resource control. (Created By Z - MGMT Courses) Start Date: 05/15/2012 Course Outcome Status: Active</p>	<p>Assessment Method: In Class activity using forecasting methods to understand quantity and timing as it applies to a company's ordering habits Assessment Method Category: Z - Other - specify Criterion for Success: Students will attain at least a 70% average score on assessment</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60% Classification: Criterion Met Action: 1 - No Action Required</p> <p>06/07/2012 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/02/2012 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>without instruction. Seven keys elements must be calculated for each problem. New text.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>06/01/2011 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem as new problem sets are developed each semester.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/03/2011 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>06/01/2010 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 10%, Low 20%</p> <p>Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 5 - Customer service and service operations. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cases presented in class are used to solve customer service issues related to process improvement in service operations.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: The average among students should be 70% or higher score on each case.</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/02/2012 - Class did achieve goal, although the use of technology in the form of media presented a challenge when added to PowerPoint.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/01/2011 - Class did achieve goal as projects were mixed between simple and complex in nature. some groups take an easy route while others wanted to impress. Will use tougher guidelines.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 30%, Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 1 - Discuss the evolution of human resource management in organizations. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p>	<p>Assessment Method: Examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active		Action: 1 - No Action Required 01/25/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - MGMT 373 AGA - Sp '11 - 12 High, 2 Medium, 1 Low MGMT 373 VL1 - F '10 - 26 High, 4 Medium, 5 Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	01/25/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
	Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 2 - Assess the effectiveness of and apply the	Assessment Method: Written Assignments	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>affecting the employment relationship. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 11 High, 4 Med., 3 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Class Participation</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Action: 1 - No Action Required</p> <hr/> <p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low Low VL1 - F '10 - 34 High 0 Medium, 1 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 3 - Understand the process of job analysis in creating legal job descriptions/specifications. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/25/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 high, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 4 - Assess and select various methods of recruiting a pool of qualified applicants. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Post Criterion for Success: A combined average of 75% or above on all assignments.	Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required <hr/> 01/26/2012 - Fall '11 = 11 High, 3 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required <hr/> 11/08/2011 - AGA - Sp '11 - 12 high, 2 Medium, 1 Low VL1 - F '10 - 26 High 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required <hr/> 01/26/2012 - Fall '11 = 12 High, 6 Med., 0 low Classification: Criterion Met Action: 1 - No Action Required <hr/> 11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 5 - Evaluate and select reliable and valid selection devices (e.g. employment tests, interviews, etc.). (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low</p> <p>Fall '11 - VL2 = 16 high, 2 medium, 2 low</p> <p>Spring '12 - AGA = 12 high, 0 medium, 2 low</p> <p>Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low</p> <p>VL1 - F '10 - 31 High, 2 Medium, 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Examinations</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low</p> <p>Summer '11 - VL1 = 14 high, 1 medium, 2 low</p> <p>Fall '11 - VL2 = 16 high, 2 medium, 2 low</p> <p>Spring '12 - AGA = 12 high, 0 medium, 2 low</p> <p>Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall ' 11 = 11 High, 4 Med., 3 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		11/08/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 6 - Evaluate various methods of training and development. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low CL1 - F '10 - 31 high, 2 medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/08/2011 - AGA - Sp '11 - 12 High, 2 medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	assignments.	<p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required</p> <p>11/08/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 7 - Apply the concepts of reliability and validity to the methods and process of performance appraisal. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignment</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/26/2012 - Fall '11 = 14 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required</p> <p>11/09/2011 - AGA - Sp '11 - 12 High, 1 Medium, 1 low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Examinations</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 2 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Class Participation</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 8 - Understand the various methods of compensation and the advantages and disadvantages of each. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification:

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 9 - Analyze various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives. (Created By Z - MGMT Courses)</p>	<p>Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success:</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 12/03/2009 Course Outcome Status: Active	A combined average of 75% or above on all assignments.	Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low</p> <p>VL1 - F '10 - 34 High, 0 Medium, 1 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 10 - Understand the function and importance of safety and health issues in today's workplace. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/03/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low</p> <p>VL1 - F '10 - 31 High, 2 Medium, 2 Low</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required</p>	
	<p>Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required</p>	
		<p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 24 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 11 - Evaluate the impact of unionization on both union and nonunion organizations. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 Medium, 5 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Class Participation Assessment Method Category: Z - Other - specify Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low VL1 - F '10 - 34 High, 0 Medium, 1 Low Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 373 - Human Resource Management - Outcome 12 - Understand the role and process of synthesizing the various human resources systems in support of the organization?s	Assessment Method: Written Assignment Assessment Method Category: Written Product (essay, research paper,	12/12/2012 - Summer '11 - AGA = 13 high, 2 medium, 0 low Summer '11 - VL1 = 13 high, 2 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
objectives. (Created By Z - MGMT Courses) Start Date: 12/03/2009 Course Outcome Status: Active	journal, newsletter, etc.) Criterion for Success: A combined average of 75% or above on all assignments.	Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL2 = 15 high, 2 medium, 2 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 14 High, 2 Med., 2 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 13 High, 1 Medium, 1 Low VL1 - F '10 - 31 High, 2 Medium, 2 Low Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Examinations Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: A combined average of 75% or above on all assignments.	12/12/2012 - Summer '11 - AGA = 13 high, 1 medium, 1 low Summer '11 - VL1 = 14 high, 1 medium, 2 low Fall '11 - VL2 = 16 high, 2 medium, 2 low Spring '12 - AGA = 12 high, 0 medium, 2 low Summer '12 - VL1 = 17 high, 1 medium, 1 low Classification: Criterion Met Action: 1 - No Action Required	
		01/26/2012 - Fall '11 = 11 High, 4 Med., 3 Low Classification: Criterion Met Action: 1 - No Action Required	
		11/09/2011 - AGA - Sp '11 - 12 High, 2 Medium, 1 Low VL1 - F '10 - 26 High, 4 medium, 5 low Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Class Participation</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>12/12/2012 - Summer '11 - AGA = 14 high, 0 medium, 1 low Summer '11 - VL1 = 13 high, 1 medium, 3 low Fall '11 - VL2 = 19 high, 0 medium, 1 low Spring '12 - AGA = 12 high, 2 medium, 0 low Summer '12 - VL2 = 14 high, 3 medium, 2 low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/26/2012 - Fall '11 = 12 High, 6 Med., 0 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/09/2011 - AGA - Sp '11 - 15 High, 0 Medium, 0 Low</p> <p>VL1 - F '10 - 34 High, 0 Medium, 1 Low</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 1 - Define marketing and explain the importance of discovering and satisfying customer wants and needs. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _47%____ Med _53%____ Low _____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p> <hr/> <p>02/18/2013 - High 73%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Med 24% Low See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 88% Med 12% Low 0 see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx	
		01/11/2012 - High __74%_____ Med__26%_____ Low _____ see related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc	
		05/06/2011 - High __65 % Med__35 %	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Low ___0 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc	
		01/11/2011 - High 38% Med 55% Low 7% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx	
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 2 - Describe the strategic marketing process and its three key phases: planning, implementation and control. (Created By Z - MKTG Courses) Start Date: 09/22/2009	Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	06/10/2013 - High _41%___ Med _57%___ Low _2%___ See related documents Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active	Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance	1 - No Action Required Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote	
		02/18/2013 - High 52% Med 49% Low See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 55% Med 41% Low 4% see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG32Sec007.docx MKTG321Sec005.doc MKTG321Sec006.doc	
		01/11/2012 - High _77%____ Med _23%____ Low _____ see related documents Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc</p>	
		<p>05/06/2011 - High __ 54 % Med __ 41 % Low __ 5 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p>	
		<p>01/11/2011 - High 30% Med 63% Low 7% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData02 Cont..docx MKTG 321 Brotherton TracData02.docx</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 3 - Distinguish between marketing mix elements and environmental factors. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _48%____ Med _52%____ Low _____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p>	
		<p>02/18/2013 - High 66% Med 34% Low _____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012</p>	
		<p>05/07/2012 - High 30% Med 44% Low 26% see related files</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG32Sec007.docx 01/11/2012 - High _77%____ Med _20%_____ Low _3%_____ see related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc	
		05/06/2011 - High ___49 % Med ___46 % Low ___5 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc	
		01/11/2011 - High 53% Med 26% Low 21% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 4 - Explain how market segmentation, targeting, and positioning can create competitive advantage. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _45%____ Med _52%____ Low _3%____ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote </p>	
		<p>02/18/2013 - High 31% Med 66% Low 3% See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012 </p>	
		<p>05/07/2012 - High 19% Med 81%</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Low 0 see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx	
		01/11/2012 - High _57% ____ Med _34% ____ Low _9% ____ Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc	
		05/06/2011 - High __60 % Med__40 % Low ___0 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc	
		01/11/2011 - High 35% Med 43% Low 22%	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx	
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 5 - Recognize key characteristics of organizational buying that make it different from consumer buying. (Created By Z - MKTG Courses) Start Date: 09/22/2009 Course Outcome Status: Active	Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance	06/10/2013 - High _39%___ Med _61%___ Low ___ See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote 02/18/2013 - High 17% Med 83% Low See related documents Classification: Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012</p>	
		<p>05/07/2012 - High 37% Med 63% Low 0 see related files</p> <p>Classification: Criterion Met</p>	
		<p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx</p>	
		<p>01/11/2012 - High _46%_ Med _54%____ Low _____ see related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc</p>	
		<p>05/06/2011 - High __49 % Med__51 % Low __0 % see related files</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p> <p>01/11/2011 - High 35% Med 62% Low 3% See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.docx MKTG 321 Brotherton TracData02 Cont..docx</p>	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 6 - Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan. (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>06/10/2013 - High _43%__ Med _42%__ Low _15%__ See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote 02/18/2013 - High41% Med 48% Low 14% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012	
		05/07/2012 - High 22% Med 78% Low 0 see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx	
		01/11/2012 - High _54%__ Med_43%_____ Low _3%_____ see related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		MKTG321Assessment3.doc 05/06/2011 - High ___ 49 % Med___ 46 % Low ___ 5 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc	
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 7 - Describe the elements of the promotions mix (advertising, sales promotions, public	Assessment Method: Evaluate written marketing plan for each student or student group against the marketing plan rubric.	06/10/2013 - High _40%___ Med _41%___ Low _19%___ See related documents	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>relations, personal selling, and direct marketing) and how they are coordinated to create integrated marketing communications (Created By Z - MKTG Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Entennman MKTG 321 Spring 2013 Brotherton MKTG 321 Spring 2013 Manakote MKTG 321 Spring 2013 Manakote</p>	
		<p>02/18/2013 - High 7% Med 79% Low 14% See related documents</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG 321 001 Fall 2012 MKTG 321 002 Fall 2012 MKTG 321 004 Fall 2012</p>	
		<p>05/07/2012 - High 22% Med 78% Low 0 see related files</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: MKTG321Sec005.doc MKTG321Sec006.doc MKTG32Sec007.docx</p>	
		<p>01/11/2012 - High _26% ____ Med _63% ____ Low _11% ____ see related documents</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment Fall 2011 Mekky.docx MKTG321Assessment1.doc MKTG321Assessment2.doc MKTG321Assessment3.doc</p>	
		<p>05/06/2011 - High __ 30 % Med __ 60 % Low __ 10 % see related files Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG 321 Assessment.docx MKTG321a.doc MKTG321b.doc MKTG321d.doc</p>	
		<p>01/11/2011 - High 23% Med 52% Low 25% See related documents Classification: Criterion Met Action: 1 - No Action Required Related Documents: MKTG321TracData01.doc MKTG 321TracData02.doc MKTG 321TracData03.doc MKTG 321 Brotherton TracData01.docx MKTG 321 Brotherton TracData01 Cont..docx MKTG 321 Brotherton TracData02.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		docx MKTG 321 Brotherton TracData02 Cont..docx	
<p>Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 8 - Complete a comprehensive marketing plan for a product or service. (Created By Z - MKTG Courses)</p> <p>Start Date: 01/15/2013</p> <p>Course Outcome Status: Active</p>			
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Resource Familiarity - For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: written report about their experience outlining their familiarity with campus resources. Graded on grammar, and level of comprehension of subject matter.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p> <p>F2008: 97.4% (37/38)</p> <p>F2007: 96.7% (30/31)</p> <p>F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Student Awareness of Academic and Personal Services - For students to develop awareness of how they</p>	<p>Assessment Method: Guest speaker from the field presents and then facilitates a learning style project</p>	<p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21)</p> <p>F2009: 91.3% (21/23)</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center). (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>with the students. Grading is based on participation.</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Understanding of Wellness issues - For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD?s). (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students attend oral presentation and submit written critique of speaker</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Time Management - For students to develop effective time management strategies. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students attend workshop and submit written report.</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Study Skills - For students to understand how to apply basic study skills techniques to the academic courses. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Students attend presentation on study skills techniques. Written report on session. Assessment Method Category: Presentation(Oral) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Differences and Similarities throughout Ferris - For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: 70% of students achieve a final grade of 70% or higher for the course Assessment Method Category: Presentation(Oral) Criterion for Success: attendance	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Advising - For students to receive academic advising and technical assistance to insure appropriate registration for the next semester. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Student must meet with advisor face to face. Assessment Method Category: Interview Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Participation - For encouragement of students to be active participants and contributors in campus and community activities. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Written report on a minimum of one activity that student participated in. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		TracDat for RFIM 101.xlsx	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Integrity and Classroom Etiquette - For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: essay is written on course outcome and critiqued</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Program Offerings and Internship Procedure - For students to know about and understand the Hospitality Programs offerings and internship procedure. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: student attends presentation and written report is critiqued</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for RFIM 101.xlsx</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - RFIM Courses - RFIM 211 - Purchasing-Hospitality Ind - Define key terms and concepts - The student will be able to define key terms and concepts associated with purchasing focused on selection and procurement within the hospitality industry. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Powerpoint presentation along with written paper</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Grade of 70% or higher on project</p>	<p>04/08/2013 - Fall 2012- Of the 44 students who completed the final project, 43 students received a 70% or above. This is a 98% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: RFIM 211 Fall 2012 final grades.xlsx</p>	
		<p>06/22/2012 - Fall 2010- Of the 54 students to complete the project, 49 of them received a score of 116 or higher out of 166 points. Thus 91% of the student received a 70% or higher on the project.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>06/22/2012 - Fall 2011- Of the 43 students to complete the project, 43 of them received a grade of 70% or above. Thus 100% of the student received a 70% or higher on the project.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - RFIM Courses - RFIM 211 - Purchasing-Hospitality Ind - Purchasing Procedures - The student will recognize and be able to effectively implement purchasing procedures associated with planning, organizing, buyer relations, purchasing specifications, price analysis, payment policy, supplier relations, receiving, storing, and issuing. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date:</p>	<p>Assessment Method: The final specification project with contain aspects of the above. There will be a powerpoint presentation as well as a written project.</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: 80% of the students will receive a 70% or above on the final project</p>	<p>04/08/2013 - Fall 2012- Of the 43 students who completed the final project, 34% received a 70% or above. This is a success rate of 79%.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: RFIM 211 fall 2012 final grades.xlsx</p> <p>06/22/2012 - Fall 2010- Of the 54 students that completed the specification project, 48 of the</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>08/29/2011 Course Outcome Status: Active</p>		<p>students received a 70% or above. Thus the success rate for the class was 89%. Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>06/22/2012 - Fall 2011- Of the 40 students that completed the specification project, 38 of the students received a 70% or above. Thus the success rate for the class was 95%. Classification: Criterion Met Action: 1 - No Action Required</p>	<p>06/22/2012 - I have added an additional assignment in the form of a rough draft due two weeks before the final project to assist those students in the formatting of the final project.</p> <hr/>
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 1 - Describe and apply data collection strategies appropriate to specified information objectives (Created By Z - STQM Courses) Start Date: 09/22/2009 Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>		
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 2 - Characterize and interpret categorical data</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from</p>	<p>04/11/2013 - 100% of sampled students performed at hi or med level. Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>and visually in terms of classes, frequencies, proportions, and other importance measures (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>	<p>Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Kouider.PDF</p> <p>04/11/2013 - 80% of sampled students performed at hi or med level.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Tymes.PDF</p> <p>05/08/2012 - 70% of students performed at Hi or Med levels.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: STQM 260 Assessment - 201201 - Kouider</p>	
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 3 - Characterize and interpret numeric data both numerically and visually in terms of location, dispersion, shape, and exception (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students</p>	<p>04/11/2013 - 90% of sampled students performed at hi or med level.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Kouider.PDF</p> <p>05/08/2012 - 100% of students performed at Hi or Med levels.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: STQM 260 Assessment - 201201 -</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>demonstrate at least C level performance on this outcome.</p>	<p>Kouider 05/08/2012 - 90% of the students sampled performed at Hi or Med levels. Classification: Criterion Met Action: 1 - No Action Required Related Documents: STQM 260 Assessment - 201201 - Tymes</p>	
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 4 - Discuss and apply basic concepts of probability to random variables, probability distributions, and sampling distributions (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>		
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 5 - Characterize and interpret relationships between two numeric variables (through scatter plots, correlation, and regression) and two categorical variables (through two-way tables and related percents) (Created By Z - STQM Courses)</p> <p>Start Date:</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>		
<p>Z - STQM Courses - STQM 260 - Introduction to Statistics - Outcome 6 - Communicate statistical concepts, methods, and results effectively and ethically through written and/or oral presentations using appropriate technologies or other resources. (Created By Z - STQM Courses)</p> <p>Start Date: 09/22/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering</p> <p>Assessment Method Category: Portfolio/E-Portfolio</p> <p>Criterion for Success: At least 70% of sampled students demonstrate at least C level performance on this outcome.</p>	<p>04/11/2013 - 90% of sampled students performed at hi or med level.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Fall 2012 260 Kouider.PDF</p> <p>05/08/2012 - 90% of students performed at Hi or Med levels.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: STQM 260 Assessment - 201201 - Kouider</p>	

Unit Course Assessment Report - Four Column

Ferris State University

Program - Restaurant and Food Industry Management (A.A.S.)

Mission Statement: The mission of the Hospitality Programs is to offer an array of specialized Food Service and Hospitality Management courses, with the latest industry technologies, so as to develop educated industry professionals able to contribute through employment and entrepreneurship to the economic growth of the State of Michigan, and the nation and the global industry at large. This mission is accomplished through teaching students a combination of relevant hospitaity theory with practical applications using appropriate hands-on technology in food service and lodging.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: COB-Accreditation Council for Business Schools and Programs

Accreditor Body - Academic Year of Next Review: 2018-2019

College: COB

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Adjustment Process - Understand and apply accrual versus cash basis; understand revenue and matching principles; apply adjusting entries for accruals; apply adjusting entries for deferrals; understand and discuss ethical issues related to the adjustment process. (Created By Z - ACCT Courses)	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Define Accounting - Discuss accounting uses; explain the history of accounting and the accounting profession; understand types of business organizations; understand and use financial statement elements; understand and use financial reporting; understand international accounting standards; understand ethical	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>issues related to financial reporting. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions in Merchandising Operations - Understand perpetual and periodic inventory systems; understand and apply the multi-step income statement format; discuss ethical issues related to merchandising operations. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Current & Contingent Liabilities - Understand and explain notes payable and interest expense; understand the impact of product warranties; understand liabilities related to payroll; explain the need for contingent liabilities; demonstrate financial statement presentation of current liabilities; discuss ethical issues related to current liabilities. (Created By Z - ACCT Courses)</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Long-Term Liabilities - Understand and discuss types of long-term debt; understand the accounting for bonds process; understand accounting for interest on bonds; understand how to account for premiums and discounts; demonstrate financial statement presentation of long-term liabilities; discuss ethical issues related to long-term liabilities. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - ACCT Courses - ACCT 201 - Principles of Accounting 1 - Transactions Related to Stockholders' Equity - Understand characteristics of the corporate form of organization; understand key components of stockholders' equity; understand accounting procedures for issuing shares of stock; understand accounting and reporting of preferred stock; understand accounting for dividend distributions; demonstrate financial statement presentation of stockholders' equity; discuss ethical issues related to stockholders' equity. (Created By Z - ACCT Courses)</p> <p>Start Date: 07/01/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Homework</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of the class receives a 75%</p> <hr/> <p>Assessment Method: Tests</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70% of the class receives a 75%</p>		
<p>Z - COMM Courses - COMM 105 - Interpersonal Communication - Characteristics - Characteristics of Effective Interpersonal Communicators: Positive Self Concept/Identity, Assertiveness, Self-disclosure, Supportiveness, Ethical Choices. (Created By Z - COMM Courses)</p>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - COMM Courses - COMM 105 - Interpersonal Communication - Interpersonal Theory - Students should be able to demonstrate understanding of research and theories that guide appropriate and effective interpersonal communication choices. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 105 - Interpersonal Communication - Effective Behaviors - Effective interpersonal behaviors: Active Listening, "I" statements, Perception Checking, Immediacy Behaviors (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 105 - Interpersonal Communication - Relational Factors - Relational Factors Affecting Interpersonal Communication: Trust, Power, Attraction, Conflict (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 105 - Interpersonal Communication - Responding appropriately and effectively - Composing and responding appropriately and effectively to messages, including Verbal: Language Nonverbal: paralanguage, eye behavior, etc (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Topic Selection - Choose and narrow a topic appropriately for the audience and occasion. (Created By Z - COMM Courses)			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Thesis - Communicate the thesis in a manner appropriate for audience and occasion. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Supporting Material - Provide effective supporting material based on the audience and occasion. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Organization - Use and organizational pattern appropriate to topic, audience, occasion, and purpose. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Language - Use language that is appropriate to the audience, occasion, and purpose. Use pronunciation, grammar, and articulation appropriate to the designated audience. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Vocal Variety - Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Physical Behaviors - Use physical behaviors that support the verbal message. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking -			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Principles/Skills - Understand and apply communication principles and skills in the preparation and delivery of technical and professional presentations. (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Critical Thinking - Understand and apply critical thinking principles and skills in the preparation and delivery of informative and persuasive speeches (Created By Z - COMM Courses)			
Z - COMM Courses - COMM 121 - Fundamentals-Public Speaking - Self-Improvement - Develop the ability for continuous self-improvement in professional and technical communication (Created By Z - COMM Courses)			
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 1 - Distinguish the concepts of economic allocation, possibility, efficiency, and growth (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate of correct answers on tests and/or quizzes.</p>	<p>12/09/2011 - Spring 2009 74.5 Spring 2010 74.62</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 2 - Apply the Supply & Demand model to determine market equilibrium and changes in equilibrium (Created By Z - ECON Courses)</p> <p>Start Date: 12/08/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test and/or quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>12/09/2011 - Spring 2009 71.05 Spring 2010 72.2</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>08/31/2010 - see related document for ECON 221 outcome 2 result</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required Related Documents: Econ 221-outcome 2 asmnt-4-10.xlsx	
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 3 - Identify the major components of the economy?s circular flow model (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes		
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 4 - Identify the meaning, measurement, and causes of unemployment and inflation (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes		
Z - ECON Courses - ECON 221 - Principles of Macroeconomics - Outcome 5 - Distinguish the major types of economic stabilization policies (Created By Z - ECON Courses) Start Date: 12/08/2009 Course Outcome Status: Active	Assessment Method: Test and/or quiz Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes		
Z - ENGL Courses - ENGL 150 - English 1 - #1 - Students who successfully complete the course will be able to analyze the context and purpose of a writing problem. (Created By Z - ENGL Courses)	Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Start Date: 06/01/2009</p>	<p>the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #2 - Students who successfully complete the course will be able to develop ideas and find reliable resources for their writing. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #3 - Students who successfully complete the course will be able to state and support assertions. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #4 - Students who successfully complete this course will be able to assess sources and information. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #5 - Students who successfully complete the course will be able to organize their ideas effectively. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - ENGL Courses - ENGL 150 - English 1 - #6 - Students who successfully complete the course will be able to choose words and tone of voice appropriate to a given audience. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #7 - Students who successfully complete the course will be able to edit a document in order to achieve more consistent point of view. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p> <hr/>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #8 - Students who successfully complete the course will be able to demonstrate progress towards standard grammar usage, mechanics, and punctuation. (Created By Z</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>- ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #9 - Students who successfully complete the course will be able to improve their content and style using feedback and revision. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.</p>		
<p>Z - ENGL Courses - ENGL 150 - English 1 - #10 - Students who successfully complete the course will be able to demonstrate reflection and awareness of their own writing processes. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods may include one or more of the following: meta-analysis of student portfolios or final presentations, measurement of performance of students in the next course in the sequence, periodical multi-sectional reviews using portfolio analysis, pre/post, or focus group interviews, exiting conferences, tracking class performance on a rubric, holistic scoring of students' revisions, meta-analysis or graded pre- and post- writing, meta-</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	analysis of students performance on first and last assignments, consideration of students' narratives of their changes as writers.		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Purpose - 1. Purposes for Writing: Upon completion of ENGL 250, students should be able to analyze and define the purpose of their writing. They will demonstrate an ability to understand writing context; inform a reader using a synthesis of supporting material; and argue a position or make an evaluation with supporting reasons and evidence. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these: 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Problem solving - 2. Problem Solving/Researching/Documentation: Upon completion of ENGL 250, students should be able to locate information appropriate to their writing and know how to document it. They will generate a focused and workable research thesis; retrieve information from various reliable sources, including the library; recognize and use correctly primary and secondary sources of information and use both correctly; evaluate information found in sources; identify and evaluate the arguments/positions of others; and document sources appropriately. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these: 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Audience - 3. Awareness and Knowledge of</p>	<p>Assessment Method: Assessment methods will include these:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Audience: Upon completion of ENGL 250, students should be able to analyze and define the needs of their intended audience. They will adapt their writing to the knowledge level of their readers; adapt their writing to readers? values, attitudes, and needs; anticipate and answer readers? questions and/or objections; and use vocabulary and tone appropriate for their readers. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Organizing - 4. Organizing: Upon completion of ENGL 250, students should be able to analyze the writing task and choose appropriate methods of organization. They will produce an outline for an extended document; demonstrate appropriate and effective organization for an extended document; provide appropriate contexts for material from sources; and insert visuals where appropriate. (Created By Z - ENGL Courses)</p> <p>Start Date: 06/01/2009</p>	<p>Assessment Method: Assessment methods will include these:</p> <p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles scores.</p>		
<p>Z - ENGL Courses - ENGL 250 - English 2 - Editing - 5. Editing: Upon completion of ENGL 250, students should be able to produce effective written communication, demonstrating appropriate use of language, sentence structure, and grammar. They will avoid common grammatical errors of standard English; quote accurately; vary sentence length and style for rhetorical purposes; use concise language; use correct grammar, syntax, punctuation, and spelling; and maintain a consistent point of view. (Created By Z - ENGL Courses)</p>	<p>Assessment Method: Assessment methods will include these:</p> <p>1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work.</p> <p>2. Periodic multi-section assessment using pre and post measures or portfolio review.</p> <p>3. Indirect measures: Academic Profiles</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 06/01/2009	scores.		
Z - ENGL Courses - ENGL 250 - English 2 - Collaborating - 6. Collaborating: Upon completion of ENGL 250, students should be able to work effectively with others to produce and/or revise written materials. They will collaborate with the instructor and others; critique others' drafts; and use peer review to revise their own writing. (Created By Z - ENGL Courses) Start Date: 06/01/2009	Assessment Method: Assessment methods will include these: 1. Instructors will review student work from the beginning and end of the semester to measure growth in understanding of important concepts in writing from sources. Specific assignments include unit tests, reading quizzes, discussion prompts/posts and responses, research essays, and other student work. 2. Periodic multi-section assessment using pre and post measures or portfolio review. 3. Indirect measures: Academic Profiles scores.		
Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Solving Algebraic Equations & Inequalities - Students will be able to solve a variety of equations and inequalities (e.g. linear equations and inequalities with and without absolute values, quadratic equations, logarithmic equations, exponential equations, and linear systems in 2 or 3 variables.) (Created By Z - MATH Courses)	Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course. Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.		
Assessment Cycles: Learning Start Date: 08/29/2011 Course Outcome Status: Active			
Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Understanding & Constructing Graphs - Students will be able to construct graphs of functions and determine and apply the characteristics of	Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>graphs to write equations of lines (e.g. calculate slope and intercepts, determine if lines are parallel/perpendicular, graph lines, graph exponential functions, graph logarithmic functions.) (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Algebraic Manipulation - Students will be able to manipulate various algebraic expressions (e.g. simplify and factor polynomial expressions, simplify radical expressions, simplify expressions involving complex numbers, simplify and expand logarithmic expressions.) (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Skill: Algebraic Problem Solving - Students will be able to solve application problems using algebraic models and graphical representations. (Created By Z - MATH Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and/or examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: At least 70% of students will achieve at least a 70% proficiency on this outcome.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Solving Equations - Students will be able to solve a variety of equations (e.g. linear, quadratic, rational, radical, absolute value, exponential, logarithmic, and systems). (Created By Z -</p> <p>End Date: 08/26/2011</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 46.3% correct responses and the average on the post-test was 85.6% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010 Math 115 Item Analysis of Pre&Post-Test Spring 2010</p> <hr/> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 72% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Solving Inequalities - Students will be able to solve a variety of inequalities (e.g. linear, absolute value, compound). (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 39.5% correct responses and the average on the post-test was 77.5% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Item Analysis of Pre&Post-</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Test Spring 2010 Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 69% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Graphing - Students will be able to graph a variety of functions (e.g. linear, quadratic, exponential, logarithmic). (Created By Z - MATH</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 36.4% correct responses and the average on the post-test was 76.7% correct responses. Classification: Criterion Met Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Item Analysis of Pre&Post-Test Spring 2010 Math 115 Post-test Results Spring 2010 Math 115 Pre-test Results Spring 2010</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 57% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Notation - Students will be able to use standard function notation. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 33.3% correct responses and the average on the post-test was 60.8% correct responses.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p>	
		<p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students - this outcome was not listed as assessed.</p> <p>Classification: Inconclusive</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Factoring - Students will be able to factor algebraic expressions. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 60.7% correct responses and the average on the post-test was 87.8% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 65% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Slope - Students will be able to find the slope of any line. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 37.4% correct responses and the average on the post-test was 84.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 75% proficiency recorded on items on this outcome.</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Criterion Met Action: 1 - No Action Required	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Linear Equations - Students will be able to write equations of lines. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.1% correct responses and the average on the post-test was 78.9% correct responses.</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results </p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 67% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Parallel & Perpendicular Lines - Students will be able to determine whether lines are parallel or perpendicular. (Created By Z - MATH)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70%</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 33.5% correct responses and the average on the post-test was 63.9% correct responses.</p> <p>Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>proficiency on this outcome.</p>	<p>Criterion Not Met Action: 2 - Pending Action Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <hr/> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 38% proficiency recorded on items on this outcome. Classification: Criterion Not Met Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Simplifying Expressions - Students will be able to simplify radical expressions. (Created By Z -</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: These 2 questions are also related to the outcome labeled "Operations with Radical Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.5% correct responses and the average on the post-test was 83.4% correct responses.</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 74% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Operations with Radical Expressions - Students will be able to perform addition, subtraction, multiplication, division of radical expressions. (Created By Z - MATH Courses)</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: These 2 questions are also related to the outcome labeled "Simplifying Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 41.5% correct responses and the average on the post-test was 83.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p>	
		<p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 51% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	

Z - MATH Courses - MATH 115 -

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Algebra - Operations with Complex Numbers - Students will be able to perform arithmetic operations with complex numbers. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 1 question over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 20.9% correct responses and the average on the post-test was 74.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <hr/> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 50% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Evaluation of Logarithmic & Exponential Expressions - Students will be able to evaluate logarithmic and exponential expressions. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 2 questions related to this outcome. (Note: One of these questions is also related to the outcome labeled "Properties of Logarithms".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 29.9% correct responses and the average on the post-test was 73.4% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 78% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Properties of Logarithms - Students will be able to use the properties of logarithms. (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions related to this outcome. (Note: One of these questions is also related to the outcome labeled "Evaluation of Logarithmic & Exponential Expressions".) 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 29.4% correct responses and the average on the post-test was 86.3% correct responses.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 79% proficiency recorded on items</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>on this outcome. Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MATH Courses - MATH 115 - Intermediate Algebra - Application - Students will be able to solve application problems using a variety of equations (e.g. linear, quadratic, radical, exponential, logarithmic). (Created By Z - MATH Courses)</p> <p>Course Outcome Status: No Longer an Outcome</p>	<p>Assessment Method: An analysis of aggregate student performances on assignments, quizzes, projects, and examinations will demonstrate their understanding of the learning outcomes throughout the course.</p> <p>Criterion for Success: 70% of students will achieve at least a 70% proficiency on this outcome.</p>	<p>05/10/2010 - A 25-question multiple choice pre-test and post-test was given with 3 questions over this outcome. 206 students took the pre-test and 180 of these students took the post-test. The average on the pre-test was 34.5% correct responses and the average on the post-test was 72.0% correct responses.</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>Related Documents: Math 115 Spring 2010 Post-test Results Math 115 Spring 2010 Pre-Test Results Math 115 Spring 2010 Item Analysis of Results</p> <p>12/22/2008 - A 50-question multiple choice comprehensive final exam was given to 271 students with 65% proficiency recorded on items on this outcome.</p> <p>Classification: Criterion Not Met Action: 2 - Pending Action</p>	
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 1 - Compare and contrast the complexities of management and leadership (Created By Z - MGMT Courses)</p> <p>Start Date:</p>	<p>Assessment Method: Exam Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Exams and Quizzes: Achieve grade of 75% or better</p> <hr/> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 2 - Demonstrate the ability to gather and analyze critical information necessary for decision making. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 3 - Work in teams to complete research and assignments. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Presentation Assessment Method Category: Presentation(Oral) Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Discussion Assessment Method Category: Z - Other - specify Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 4 - Present ideas clearly, concisely, and professionally before an audience. (Created By Z - MGMT Start Date: 12/02/2009 Course Outcome Status: Active</p>	<p>Assessment Method: Project Assessment Method Category: Project/Model/Invention Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <hr/> <p>Assessment Method: Case Study Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 5 - Analyze a diverse array of organizational components and recommend improvements. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve grade of 75% or better</p> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 6 - Assess the styles and motivators of themselves and others. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p>		
	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 7 - Explain change and its impact on individuals and groups. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p>		
	<p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p>		
	<p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 301 - Applied Management - Outcome 8 - Evaluate the strengths of diversity, culture, and globalization and their impact on organizations. (Created By Z - MGMT Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam / Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve grade of 75% or better.</p> <p>Assessment Method: Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Paper</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>spacing requirements, lack of errors.</p> <p>Assessment Method: Case Study</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Presentation</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Achieve a score of 75% or better; components include professionalism, thoroughness, organization, page and spacing requirements, lack of errors.</p> <p>Assessment Method: Discussion</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Students are expected to routinely contribute to class discussions, offering concurring or opposing viewpoints, examples, and opinions.</p>		
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 1 - International awareness, understand global operations issues and strategies. (Created By Z - MGMT Courses)</p> <p>Assessment Cycles: Learning</p> <p>Start Date: 12/07/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Through the use of in-class assignments, both in team format and individual, the understanding of operations management practices will be probed. Each in-class exercise covers a single topic important to operations management.</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Example: in-class assignments allow the</p>	<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 20%, Low 10%</p> <p>Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>11/30/2011 - Fall 2011, High 60%, Med 40%</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>instructor to at first work with students to keep them focused on the correct method to a solution. These in-class problems are typically real world problems that students must solve through formulas or logic. An expected score of 70% is required at the base level.</p>	<p>1 - No Action Required</p> <hr/> <p>11/30/2011 - Summer 2011, High 60%, Med 40% Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>01/24/2011 - See related documents for Fall 2010 Classification: Criterion Met Action: 1 - No Action Required Related Documents: MGMT370_Assessment_f2010.docx</p> <hr/> <p>01/24/2011 - See related document for Summer 2010 Classification: Criterion Met Action: 1 - No Action Required Related Documents: MGMT370_Assessment_sum2010.d OCX</p> <hr/> <p>01/24/2011 - See related document for Spring 2010 semester Spring 2010 = High 40%, Med. 60% Classification: Criterion Met Action: 1 - No Action Required Related Documents: MGMT370_Assessment_spr2010.do</p> <hr/> <p>09/14/2010 - In Class assignment on the comparison of brick and mortar to internet companies averaged 86%. Classification: Criterion Met Action: 2 - Pending Action Change Assessment Strategy: Yes</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 2 - Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students develop their own project that displays the use of process improvement tools such as Lean techniques. A minimum of four different lean tools must be incorporated in the project.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: An average score of 70% across the class</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/07/2012 - Students were successful in completing the exercise within forty five minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>01/05/2012 - Students scored an average of 76% on projects that support lean techniques. Student somewhat struggled with the use of technology as a short movie of the issue was required.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>06/01/2010 - Students averaged 73% presenting different projects from around the campus for improvement. Projects ranged from ways to improve registration to parking.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Curriculum Change: Does Not Require UCC Approval</p>	<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 20%, Low 10%</p> <p>Spring 2012 - OnLine Class - High 100%</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 3 - Operational strategies; capacity, location, layout/flow, quality and lean. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: In Class students work through a problem concerning Lean Techniques where they improve a production line and load trucks for shipment to a customer. All must be completed to achieve the goal.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: This exercise repeats until the students are successful in shipping 100% quality products in under two minutes.</p>	<p>07/10/2012 - Spring 2010 = High 40%, Med. 50%, Low 10%</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>06/07/2012 - Students were successful in completing the exercise within one hour and fifteen minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The class kept going as they wanted to achieve a new record: 53 seconds with four players. Possible issue as it almost ran over the allotted time. Review later.</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/03/2011 - Students were successful in completing the exercise within one hour. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success. He class did not want to stop!</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>06/01/2010 - Students were successful in completing the exercise within one hour and five minutes. Improvements were limited to two per two minute round until the goal of under two minutes was achieved. The extra time is used to debrief the students on their success.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Classification: Criterion Met Action: 1 - No Action Required	
Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 4 - Scheduling and resource control. (Created By Z - MGMT Courses) Start Date: 05/15/2012 Course Outcome Status: Active	Assessment Method: In Class activity using forecasting methods to understand quantity and timing as it applies to a company's ordering habits Assessment Method Category: Z - Other - specify Criterion for Success: Students will attain at least a 70% average score on assessment	07/10/2012 - Spring 2010 = High 40%, Med. 60% Classification: Criterion Met Action: 1 - No Action Required 06/07/2012 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required 01/02/2012 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. New text. Classification: Criterion Met Action: 1 - No Action Required 06/01/2011 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem as new problem sets	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>are developed each semester. Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/03/2011 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required</p> <p>06/01/2010 - Students work forecasting problems from the text and then are assigned four problems in group to hand in that they do without instruction. Seven keys elements must be calculated for each problem. Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - MGMT Courses - MGMT 370 - Quality-Operations Mgmt - Outcome 5 - Customer service and service operations. (Created By Z - MGMT Courses)</p> <p>Start Date: 05/15/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cases presented in class are used to solve customer service issues related to process improvement in service operations.</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: The average among students should be 70% or higher score on each case.</p>	<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 10%, Low 20% Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>07/10/2012 - Spring 2010 = High 40%, Med. 60%</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <p>01/02/2012 - Class did achieve goal, although the use of technology in the form of media presented a challenge when added to PowerPoint. Classification:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Met Action: 1 - No Action Required</p> <p>06/01/2011 - Class did achieve goal as projects were mixed between simple and complex in nature. some groups take an easy route while others wanted to impress. Will use tougher guidelines. Classification: Criterion Met Action: 1 - No Action Required</p>	
<p>Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Resource Familiarity - For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: written report about their experience outlining their familiarity with campus resources. Graded on grammar, and level of comprehension of subject matter.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course</p>	<p>05/15/2012 - Spring 2012 - Face to Face Class - High 70%, Med. 30%, Spring 2012 - OnLine Class - High 100%</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>05/31/2013 - F2012: 75% (21/28)</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p> <hr/> <p>07/20/2012 - F2011: 87.5% (14/16)</p> <p>F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31)</p> <p>Classification: Criterion Met Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Student Awareness of Academic and Personal Services - For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center). (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Guest speaker from the field presents and then facilitates a learning style project with the students. Grading is based on participation. Assessment Method Category: Project/Model/Invention Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Understanding of Wellness issues - For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD?s). (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Students attend oral presentation and submit written critique of speaker Assessment Method Category: Presentation(Oral) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required <hr/> 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Time Management - For students to develop effective time management strategies. (Created By Z -	Assessment Method: Students attend workshop and submit written report. Assessment Method Category:	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Presentation(Oral) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Study Skills - For students to understand how to apply basic study skills techniques to the academic courses. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Students attend presentation on study skills techniques. Written report on session. Assessment Method Category: Presentation(Oral) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Differences and Similarities throughout Ferris - For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community. (Created By Z - RFIM Courses)	Assessment Method: 70% of students achieve a final grade of 70% or higher for the course Assessment Method Category: Presentation(Oral) Criterion for Success: attendance	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21)	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active		F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Advising - For students to receive academic advising and technical assistance to insure appropriate registration for the next semester. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Student must meet with advisor face to face. Assessment Method Category: Interview Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Campus Participation - For encouragement of students to be active participants and contributors in campus and community activities. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011	Assessment Method: Written report on a minimum of one activity that student participated in. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31)	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Course Outcome Status: Active		F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Academic Integrity and Classroom Etiquette - For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: essay is written on course outcome and critiqued Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required <hr/> 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 101 - Orientation to Hospitality Ind - Program Offerings and Internship Procedure - For students to know about and understand the Hospitality Programs offerings and internship procedure. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: student attends presentation and written report is critiqued Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70% of students achieve a final grade of 70% or higher for the course	05/31/2013 - F2012: 75% (21/28) Classification: Criterion Met Action: 1 - No Action Required <hr/> 07/20/2012 - F2011: 87.5% (14/16) F2010: 85.7% (18/21) F2009: 91.3% (21/23) F2008: 97.4% (37/38) F2007: 96.7% (30/31) F2006: 96.7% (30/31) Classification: Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		Action: 1 - No Action Required Related Documents: TracDat for RFIM 101.xlsx	
Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Sanitation and Safety - Student will be able to demonstrate understanding of the relationships between microorganisms and contaminants to food borne diseases, a working knowledge of regulatory agencies, and the key concepts of an effective food safety training program. (Created By Z - RFIM Courses) Course Outcome Status: Active	Assessment Method: National Restaurant ServSafe Certification Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Student Passes Exam with 70% or higher. Related Documents: TracDat for 113.xlsx	07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 113.xlsx	07/17/2012 - Develop certification practice test for Fall 2012 semester
Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Food handling practices - The student will be able to identify distinguish unsafe food handling practices through a strong understanding of safety control procedures during lab exercises, field experiences, and on written examinations. Application to program outcomes 1 & 2 (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: National Restaurant ServSafe Certification Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Student Passes Exam with 70% or higher.	07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 113.xlsx	
Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Microorganisms and Food Borne Diseases - The student will be able to identify and evaluate the relationships of microorganisms and contaminants to food borne diseases during lab exercises, on written examinations, and through group presentation. Application to program outcomes 2 & 4 (Created By Z - RFIM	Assessment Method: National Restaurant ServSafe Certification Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Student Passes Exam with 70% or higher.	07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25) Classification: Criterion Met Action: 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active		Related Documents: TracDat for 113.xlsx	
Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Cleanliness and Sanitation procedures - The student will recognize and be able to effectively implement industry standards and operating procedures for cleanliness and sanitation as demonstrated during lab exercises, field experiences, and on written examinations. Application to program outcomes 1 & 2 (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: National Restaurant ServSafe Certification Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Student Passes Exam with 70% or higher.	07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 113.xlsx	
Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Sanitation Management - The student will be able to explain the basic goals of sanitation management and illustrate a working knowledge of regulatory agencies during lab exercises and written examinations. Application to program outcomes 1,2 & 4 (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: National Restaurant ServSafe Certification Examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Student Passes Exam with 70% or higher.	07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010 (90.9% or 20 of 22) F2011 (92.% or 23 of 25) Classification: Criterion Met Action: 1 - No Action Required Related Documents: TracDat for 113.xlsx	
Z - RFIM Courses - RFIM 113 - Sanitation and Safety - Food Safety - The student will be able to institute the key concepts of effective food safety training and	Assessment Method: National Restaurant ServSafe Certification Examination	07/17/2012 - The following percent of students passed with 70% or higher for the indicated semester: F2009 (85.2% or 23 of 27) F2010	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>management programs as practiced and demonstrated through written examinations and field experiences. Application to program outcomes 1 & 3 (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Student Passes Exam with 70% or higher.</p>	<p>or 20 of 22) F2011 (92.% or 23 of 25)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: TracDat for 113.xlsx</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - Basic Food Occupation Math - The student will be able to demonstrate basic food service business mathematical skills. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Pretest and Posttest designed by Strianese and Strianese in "Math Principles for Food Service Occupations"</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: 80% of students will achieve a score of 75% or higher on the posttest</p> <p>Related Documents: Posttest</p>	<p>02/01/2011 - 90% of students scored 75% or higher on the posttest.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008 Posttest Scores</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - The Five Areas of Cost Control - Students will demonstrate an understanding of cost control methods in five areas of foodservice operation activities: Purchasing, Receiving, Storing, Issuing, and Production. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 80% of students will earn a score of 75% or higher</p> <p>Related Documents: Unit I Exam</p>	<p>02/01/2011 - 85% of students earned a score of 75% or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008Unit 1 Scores</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - Units, Conversions, Yields, Cost Percentages and Menu Pricing - The student will be able to determine cost percentages for recipes and develop menu prices and will demonstrate an</p>	<p>Assessment Method: Written examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p>	<p>02/01/2011 - 80% of students earned a score of 75% or higher</p> <p>Classification: Criterion Met</p> <p>Action:</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>understanding of both customary and metric units of measure, as well as an ability to successfully complete conversions and develop yield percentages. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Criterion for Success: 80% of students will earn a score of 75% or higher</p> <p>Related Documents: Unit II Exam</p>	<p>1 - No Action Required</p> <p>Related Documents: 201008Unit 2 Scores</p>	
<p>Z - RFIM Courses - RFIM 115 - Food-Labor Cost Control System - Front of the House Managerial Accounting and Labor Cost Control - The student will be able to utilize concepts to control labor costs and demonstrate an understanding of front of the house managerial mathematical operations, personal taxes, payroll, and financial statements. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Written examination</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 80% of students will earn a score of 75% or higher</p> <p>Related Documents: Unit III Exam</p>	<p>02/01/2011 - 95% of students earned a score of 75% or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: 201008Unit 3 Scores.xlsx</p>	
<p>Z - RFIM Courses - RFIM 207 - Beverage Management - Run a profitable, successful beverage operation - Understanding of how to develop a bar operation, including menu development, costing/pricing, layout & design (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: The final class project will involve developing a beverage operation from the ground up. Including layout and design, developing and costing a drink menu, marketing, staffing needs, market research as well as developing a logo. There will be a powerpoint presentation as well as a written report.</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: Have 80% of the students receive a score of 70% or higher on the project</p> <p>Related Documents: Bar project grade sheet</p>	<p>07/01/2012 - Spring 2011- Of the 41 students completing the final bar project, 40 students received a grade of 70% or higher. This is a success rate of 98%.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>07/01/2012 - Spring 2011- Of the 40 students completing the final bar project, 38 students received a grade of 70% or higher. This is a success rate of 95%.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>07/01/2012 - Spring 2012- Of the 37 students</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>completing the final bar project, 34 students received a grade of 70% or higher. This is a success rate of 92%.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - RFIM Courses - RFIM 207 - Beverage Management - Understanding different alcoholic and nonalcoholic beverages - Understanding of the beer, wine, spirits & nonalcoholic beverages (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Course Project</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: at least 80% of the students receive a grade of 70% or greater</p>	<p>06/22/2012 - Spring 2011-Of the 40 students who completed the alcoholic beverage project, 40 students received a score of 97 out of 130 or higher. 100% of the students received a 75% or higher on the project. This project is graded using a combination of instructor and peer evaluation.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>06/22/2012 - Spring 2012- Of the 43 students who completed the alcoholic beverage project, 40 students received a 97 out of 130 points or higher. 97% of the students received a 75% or higher on the project. This project is graded using a combination of instructor and peer evaluation.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
		<p>06/22/2012 - Spring 2010- Of the 44 students who completed the alcoholic beverage project, 33 students received a 97 or higher. 75% of the students received a 75% or higher on the project. This project is graded using a combination of instructor and peer evaluation.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>06/22/2012 - Although the class exceeded the 70% standard, I reviewed my grade sheet as well as the explanation to the students to give them a better understanding of how points could be gained and lost</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - RFIM Courses - RFIM 207 - Beverage Management - Alcohol Safety and Training - Understand and demonstrate Alcohol Safety and Training and Industry Certification (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: TIPS Certification</p> <p>Assessment Method Category: Certification Exam</p> <p>Criterion for Success: 70% or higher to pass certification</p>	<p>04/08/2013 - The TIPS certification that was completed on 12/11/12 had 21 students, of those, 18 students passed the certification. This is 85% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: RFIM 207 Fall 2012 TIPS results.pdf</p> <p>06/22/2012 - Spring 2010- 41 students took the certification, 40 students received a 70% or higher on the certification. That is a 98% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/22/2012 - Spring 2011- 36 students took the certification, 36 students received a 70% or higher on the certification. That is a 100% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/22/2012 - Spring 2012- 33 students took the certification, 33 students received a 70% or higher on the certification. That is an 100% success rate.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Z - RFIM Courses - RFIM 207 - Beverage Management - Mixology - Understand and demonstrate the basics of mixology</p>	<p>Assessment Method: mixology workshop completion</p> <p>Assessment Method Category:</p>	<p>06/22/2012 - Spring 2012- All the students that completed the mixology lab received full credit for the lab.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
(Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Performance (e.g. Music, Theatre) Criterion for Success: 70% of students achieve medium or high performance	Classification: Criterion Met Action: 1 - No Action Required 06/22/2012 - Spring 2011- All the students that completed the mixology lab received full credit for the lab. Classification: Criterion Met Action: 1 - No Action Required 06/22/2012 - Spring 2010- All the students that attended the mixology lab received full credit for the mixology lab. Classification: Criterion Met Action: 1 - No Action Required	
Z - RFIM Courses - RFIM 207 - Beverage Management - Typical levels of food and beverage service - Identify and describe the typical levels of food and beverage service and determine which services are appropriate to a specific facility (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: examination Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 70% of students achieve medium or high performance		
Z - RFIM Courses - RFIM 207 - Beverage Management - Procedures of business operations - Describe the procedures used to purchase, receive, and store food and beverage supplies (Created By Z - RFIM Courses) Start Date: 08/30/2010	Assessment Method: Course Project Assessment Method Category: Project/Model/Invention Criterion for Success: 70% of students achieve med or high performance		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
End Date: 08/29/2011 Course Outcome Status: Active			
Z - RFIM Courses - RFIM 207 - Beverage Management - Legal issues - Identify and describe critical legal issues affecting food and beverage profitability (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: TIPS Certification Exam Assessment Method Category: Certification Exam Criterion for Success: 70% of students pass 70% on certification exam		
Z - RFIM Courses - RFIM 211 - Purchasing-Hospitality Ind - Define key terms and concepts - The student will be able to define key terms and concepts associated with purchasing focused on selection and procurement within the hospitality industry. (Created By Z - RFIM Courses) Start Date: 08/30/2010 End Date: 08/29/2011 Course Outcome Status: Active	Assessment Method: Powerpoint presentation along with written paper Assessment Method Category: Project/Model/Invention Criterion for Success: Grade of 70% or higher on project	04/08/2013 - Fall 2012- Of the 44 students who completed the final project, 43 students received a 70% or above. This is a 98% success rate. Classification: Criterion Met Action: 1 - No Action Required Related Documents: RFIM 211 Fall 2012 final grades.xlsx	
		06/22/2012 - Fall 2010- Of the 54 students to complete the project, 49 of them received a score of 116 or higher out of 166 points. Thus 91% of the student received a 70% or higher on the project. Classification: Criterion Met Action: 1 - No Action Required 06/22/2012 - Fall 2011- Of the 43 students to complete the project, 43 of them received a grade of 70% or above. Thus 100% of the student received a 70% or higher on the project. Classification: Criterion Met Action:	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - RFIM Courses - RFIM 211 - Purchasing-Hospitality Ind - Purchasing Procedures - The student will recognize and be able to effectively implement purchasing procedures associated with planning, organizing, buyer relations, purchasing specifications, price analysis, payment policy, supplier relations, receiving, storing, and issuing. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date: 08/29/2011</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: The final specification project with contain aspects of the above. There will be a powerpoint presentation as well as a written project.</p> <p>Assessment Method Category: Project/Model/Invention</p> <p>Criterion for Success: 80% of the students will receive a 70% or above on the final project</p>	<p>04/08/2013 - Fall 2012- Of the 43 students who completed the final project, 34% received a 70% or above. This is a success rate of 79%.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>Related Documents: RFIM 211 fall 2012 final grades.xlsx</p> <p>06/22/2012 - Fall 2010- Of the 54 students that completed the specification project, 48 of the students received a 70% or above. Thus the success rate for the class was 89%.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>06/22/2012 - Fall 2011- Of the 40 students that completed the specification project, 38 of the students received a 70% or above. Thus the success rate for the class was 95%.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>06/22/2012 - I have added an additional assignment in the form of a rough draft due two weeks before the final project to assist those students in the formatting of the final project.</p>
<p>Z - RFIM Courses - RFIM 227 - Industry Exploration - Food Production & Quality Assurance Terms - Identify production and service terms such as delivery system, tray ticket, and modified diet, tray line, set menus, select menus, usage ratios, plate waste, tray accuracy, and census. (Created By Z - RFIM Courses)</p> <p>Start Date: 08/30/2010</p> <p>End Date:</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 75% of students will pass with a score of 75% or higher.</p>	<p>06/25/2012 - For Fall 2010 the class average score on the final was 20 out of 25 possible or 79%. 67% of the students scored 75% or higher.</p> <p>Classification: Criterion Not Met</p> <p>Action: 2 - Pending Action</p> <p>06/25/2012 - For Fall 2009 the average score on the final exam was 17 out of 25 possible or 68%. Only 26% of the students scored 75% or higher.</p>	<p>06/25/2012 - 1) Continue to spend more time in class on terms. 2) Add terms to Blackboard.</p> <p>06/25/2012 - 1) Spend more time in class working on terms and concepts.</p>

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
08/29/2011 Course Outcome Status: Active		Classification: Criterion Not Met Action: 2 - Pending Action	2) Prepare study guide of test. <hr/>
Z - RFIM Courses - RFIM 227 - Industry Exploration - Contract Management - Name some of the reasons for contract management, advantages & disadvantages, types of contracts, conditions, and common terms. (Created By Z - RFIM Courses) Start Date: 08/31/2010 End Date: 08/31/2011 Course Outcome Status: Active	Assessment Method: Test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75% of students will pass with a score of 75% or higher.		
Z - RFIM Courses - RFIM 227 - Industry Exploration - Financial Terms - Understand and apply basic terms such as census, participation percentages, operating surplus, subsidy and management fee in creation of a pro forma profit & loss and forecasts. (Created By Z - RFIM Courses) Start Date: 08/31/2010 End Date: 08/31/2011 Course Outcome Status: Active	Assessment Method: Test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75% of students will pass with a score of 75% or higher.		
Z - RFIM Courses - RFIM 227 - Industry Exploration - Market Segments - Describe some of the major segments of the noncommercial market along with the distinct characteristics and basic terms associated with them such as commissary, shadow box, trustee, commodities, commissions, and payback period. (Created By Z - RFIM Courses) Start Date:	Assessment Method: Test Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: 75% of students will pass with a score of 75% or higher.		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
08/31/2010 End Date: 08/31/2011 Course Outcome Status: Active			
Z - RFIM Courses - RFIM 292 - RFIM Internship - Industry Immersion - Students will be able to develop and execute hospitality industry strategies through practical application of industry knowledge. (Created By Z - RFIM Courses) Course Outcome Status: Active	Assessment Method: Written report and two employer evaluations Assessment Method Category: Internship Evaluation Criterion for Success: 80% of students will complete assignment	07/20/2012 - S2012: 80% (4/5) F2011: 100% (3/3) SU2011: 100% (14/14) Classification: Criterion Met Action: 1 - No Action Required	