

Assessment Cycle 2018-2019

Hospitality Management and Tourism, BS

College of Business and Technology

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Business and Technology Mission. The College of Business and Technology is dedicated to providing a high quality – market responsive business and technology education, preparing our diverse student population for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities. (Adopted September 28, 2015, 04/13/2018)

Hospitality Management and Tourism Mission Statement: The mission of Hospitality Management and Tourism at Northwestern State University is to foster a diverse student-centered learning environment that empowers individuals, prepares them to be successful industry professionals, and lead enriched lives by providing relevant coursework, experiential learning, and service-based involvement throughout the entirety of the degree program.

Providing industry relevant coursework: Faculty members are responsive to current industry standards, needs, issues and trends in the hospitality and tourism industry integrated with insights from industry stakeholders and provide relevant lecture, experiences, and instruction based on such information.

Providing experiential learning: The degree program facilitates numerous and progressive opportunities for students throughout their college career to gain professional experience preparing them for careers in the hospitality and tourism industry.

Providing service-based learning: Faculty utilize and encourage service-based learning projects, events, and other activities to engage students throughout their coursework.

Purpose: To prepare students for careers as management-level professionals in the community, state, regional and worldwide hospitality industry.

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Methodology: The assessment process includes:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the assessment coordinator,
- (2) The assessment coordinator will analyze the data to determine whether the applicable outcomes are met,
- (3) Results from the assessment will be discussed with the appropriate staff,
- (4) Individual meetings will be held with staff as required (show cause);
- (5) The assessment coordinator, in consultation with the staff and senior leadership, will determine and propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Student Learning Outcomes (SLOs)

SLO 1. Select career goals within the hospitality industry and identify effective strategies for achieving them.

Course Map: tied to course syllabus objectives.

HMT 1050

HMT 4030 (and/or HMT 4500)

Measure: 1.1. (Direct- Student artifact; from HMT 1050; Written Document)

Details/Description: Students will complete activities and/or assignments in which they identify at least two career goals within the hospitality industry and two specified strategies for achieving each career goal, identify professional traits, and/or understand workplace issues.

Acceptable Target: Two career goals with two strategies to achieve each goal

Ideal Target: Three career goals with three strategies to achieve each goal.

Finding: Ideal target met.

Analysis: In AY 2017-2018 and AY 2018-2019, the ideal target was met. In AY 2017-2018, 35/35 students (100%) met the ideal target.

Based on the analysis of the AY 2017-2018 results, the following changes were implemented; students discussed additional career options in conjunction with the same assignment. The assignment remained in this introductory course and faculty discussed adding it to other introductory courses. Additionally, in AY 2018-2019 faculty gave varying written assignments and in-class exercises amongst the introductory courses (HMT 1000 and HMT 1050) to avoid repetition.

As a result of these changes, in AY 2018-2019, the ideal target was met. 100% (42 out of 42 who completed the assignment) of the students completing the Career Research Assignment identified at least three careers within the hospitality industry along with the strategies necessary to achieve these goals.

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The data shows students enrolled in HMT 1050 (Professionalism in Hospitality Management and Tourism) provided highly satisfactory responses for the number of career goals in the assignment. Students also provided two strategies for each career goal. A total of 11 assignments were completed during the spring 2019 semester. Students in the introductory classes should be aware of career opportunities available in the hospitality industry and the necessary experience required to enter various careers. This assignment was given due to faculty members recognizing a need for students to gain awareness of the vast amount of career opportunities within hospitality. The ideal target was exceeded because the assignment was lengthened and created considering the many different sectors and careers available.

Action - Decision or Recommendation: Based on the results of the AY 2018-2019 assessment, in 2019-2020 the rigor of the assignment will be increased by requiring students to provide multiple career options from multiple career areas within the hospitality industry. As 100% of the students achieved the target this year and last year, if results continue to be 100% each year, the measure or the assignment will need revision in order to achieve continuous improvement in our program.

Measure: 1.2. (Direct – Resume; HMT 4030; Written Document)

Details/Description: Students will prepare a professional resume, edit according to professor's recommendations, and finalize it to meet course goals for professional resume preparation.

Acceptable Target: Within 2 submissions, students will score 70% or better on their resume.

Ideal Target: Within 2 submissions, students will score 80% or better on their resume.

Finding: Ideal target met.

Analysis: In AY 2017-2018, the target was not met, but in AY 2018-2019, the target was met.

In AY 2017-2018 the target was not met. Students were required to submit a professional resume, search for an appropriate internship, submit the internship requirements to the instructor, and submit the corresponding resume and cover letter to the instructor in the HMT 4030 course. As a result, in AY 2017-2018 the target was not met. 15 students (68.1%) scored 80% or better on their resume. 16 students (72.7%) enrolled in HMT 4030 (Perspectives in Hospitality Management and Tourism) scored 70% or better on their resumes within 2 submissions or less. 6 students (27.2%) scored 50% or lower.

The target for the resume assignment was not reached due to several students failing to complete the resume assignment successfully, not turning in final edits, and failing to

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implement the detailed feedback as provided by the instructor. The final resume edits were due at the end of the semester which may also provide a factor as to why students failed to turn in final edits. Typically, students have many assignments, exams, and projects due at the end of the semester and it is a very stressful time for them. Additionally, a final major project in another HMT course was due at the end of the semester and students were very preoccupied and stressed over the final major project.

Based on the analysis of the AY 2017-2018 assessment results and to drive improvement in student learning, in 2018-2019 the following changes were made: faculty provided frequent feedback and required multiple revisions to the resume throughout the semester. As a result, in AY 2018-2019, the ideal target was met. 9 out of 11 students (81.8%) completed the final version of the resume with a score of 80% or better.

The HMT program's goal is continuous improvement in student learning, and therefore, based on the AY 2017-2018 assessment results, the following changes were considered to improve the results for Measure 1.2: 1) starting the resume process earlier in the semester and/or in introductory courses, 2) considering making the resume assignment worth more points within the course grade, and 3) other suggestions faculty may have. Going forward, the same instructor will teach the course instead of rotating instructors.

Overall, in AY 2018-2019, students enrolled in HMT 4030 met the ideal competency requirements for creating professional resumes. This skill is essential for preparation of internships which are required at the end of coursework in the HMT program. In the HMT 4030 course, students gain a thorough understanding of resume building, writing, and design. Emphasis is placed on the resume being vital to securing job interviews. Thus, students gain an understanding of resume writing and building.

Action - Decision or Recommendation: Based on the results of the AY 2018-2019 assessment results, the faculty will address the problems that remained for some students in the AY 2018-2019 assessment cycle and identify changes that may help drive continuous improvement in the program. For examples, in 2019-2020 faculty will focus on the structure of the assignment deadlines and feedback given throughout the semester, which some students struggled with. This assignment aids students in their written communication skill development. Since the target was not met in AY 2017-2018, but was met in AY 2018-2019, there has been improvement over the last two assessment cycles. The changes implemented in AY 2018-2019 have helped improve the results.

SLO 2. Demonstrate effective communication skills through various modes including spoken, written and digital means.

Course Map: tied to syllabus objectives.

HMT 1000- Individual Presentations HMT 1050- Group Presentations
HMT 4030- Oral Interviews (Mock Job Interviews) HMT 4500- Internship Portfolio

Measure: 2.1. (Direct- Student artifacts from HMT 1000, HMT 1050, HMT 4030, HMT

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4500)

Details/Description: Students will complete a written research paper or other extensive written assignments throughout the courses listed: HMT 1000, HMT 1050, HMT 4030 and HMT 4500.

Acceptable Target: 60% of students will complete the assignments with 75% or above.

Ideal Target: 70% of students will complete the assignments with 75% or above.

Finding: Ideal target met.

Analysis: The ideal target was met in both AY 2017-2018 and AY 2018-2019.

In AY 2017-2018, the ideal target was met. The faculty discussed the rubric used to assess the HMT 1000 written assignment and determined that the current rubric in place was acceptable. For other course assignments, specifically the comprehensive written portfolio in HMT 4500, the faculty met and made changes to the reflection assignments in AY 2017-2018. Faculty were asked to utilize the same course shells and were trained on providing more frequent and relevant feedback to students throughout the semester. HMT 4500 portfolio documentation and assignments were added to the HMT 4030 syllabus. 7 out of 8 students (87.5%) scored 75% or above on the written component of the comprehensive portfolio requirement in HMT 4500. In comparison to AY 2016-2017, in AY 2017-2018 more students were successful in meeting the ideal target for this student learning outcome.

Based on the results of the AY 2017-2018 assessment, in AY 2018-2019, faculty focused on giving detailed feedback to the weekly in-depth reflections for HMT 4500 as students began to turn them in throughout the semester. This feedback was provided so students would have the opportunity to correct their written reflections and meet the expectations of the faculty. Additionally, faculty placed emphasis on the extensive written requirements in HMT 4030, the course students take prior to enrolling in their internship, HMT 4500.

In AY 2018-2019, the ideal target was met. 100% of students completed the written assignment with 75% or above. Students enrolled in HMT 4500 (Field Experience in Hospitality Management and Tourism) are required to complete a written portfolio to document their internship over the course of the semester. This written documentation requires significant reflection on a weekly basis, documentation and significant reflection of a special project during which they are required to function in a managerial role, and documentation and reflection of research articles that pertain to their current internship role. The findings show students in the course meet competencies for written skills as required. It is essential for students in senior level courses to master written skills required to become a professional in the hospitality industry. This assignment has been included in HMT 4500 for many years.

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Action - Decision or Recommendation: Based on the AY 2018-2019 assessment results, faculty will in 2019-2020 establish rubrics and increase rigor by requiring clarity in writing in order to improve student writing in the program overall. The written portions of the HMT 4500 portfolio will remain a requirement.

Measure: 2.2. (Direct- Student oral presentations from HMT 1000, HMT 1050, HMT 4030, HMT 4500)

Details/Description: Students will complete an oral presentation throughout the courses listed: HMT 1000, HMT 1050, HMT 4030 and HMT 4500.

Acceptable Target: 60% of students will complete the assignments with 75% or above.

Ideal Target: 70% of students will complete the assignments with 75% or above.

Finding: Ideal target met.

Analysis: The ideal target was met in both AY 2017-2018 and AY 2018-2019.

In AY 2017-2018, the ideal target was met. 22 out of 29 students (75.8%) scored 75% or above on the oral presentation assignment in HMT 1000. In comparison with AY 2016-2017 results, students meeting the acceptable target grew from 68% to 75.8% which placed the outcome of this SLO into the ideal target range. The changes instituted in AY 2017-2018 likely helped improve the evidence of student learning.

Based on the analysis of the 2017-2018 results, the oral presentations based on students' research papers in HMT 1000 became a component of the final paper and presentation of this course. Faculty considered whether additional skills should be added to the rubric and whether additional oral presentations should be embedded in other HMT courses so that students become more proficient and confident in these skills. As of now, HMT 1050 (Introductory to Professionalism in HMT) and HMT 3050 (Meal Mgmt.) are the other courses which include formal oral presentations. Faculty discussed assessment methods of these formal presentations and considered uniform rubrics and/or assessment methods for these presentations.

Therefore, in AY 2018-2019, the ideal target was met. 100% of students earned a 75% or better in the oral presentation.

Students enrolled in HMT 1050 (Professionalism in Hospitality Management and Tourism) are required to complete an oral presentation based on a group service-learning project. The findings show all students in the introductory course meet competencies for oral skills as required. Students in the hospitality field must have excellent oral communication skills as most employees are constantly interacting with guests and fellow employees. Also, these communication skills can provide prospective employers with their first impression of the student. With advanced oral communication skills, students will be able to display confidence and poise in the professional setting.

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Action - Decision or Recommendation: Based on the results of the AY 2018-2019 assessment cycle, in 2019-2020 faculty will assess the rubric to determine if it needs to be redeveloped (to include any additional skills needed). Additional oral presentations will be embedded in other HMT courses so that students become more proficient and confident in these skills.

SLO 3. Implement critical thinking skills to utilize diverse approaches to determining alternative solutions for issues.

Course Map: tied to syllabus objectives.

HMT 3050- Exam Question (single question) HMT 4200- Marketing Research Paper

Measure 3.1. (Direct- Student artifacts from HMT 3050, HMT 4200)

Details/Description: Students will complete critical thinking-based question and/or assignments in the following courses: HMT 3050 and HMT 4200.

Acceptable Target: 60% of students will score a 70% average or better.

Ideal Target: 70% of students will score a 70% average or better.

Finding: The target was not met.

Analysis: In AY 2017-2018, the ideal target was met, but in AY 2018-2019, the target was not met.

In AY 2017-2018, the ideal target was met. 100% of the students scored 70% or better on the critical thinking exam question in HMT 3050.

Based on the results of the AY 2017-2018 assessment cycle, in AY 2018-2019, the faculty changed the critical thinking question on the HMT 3050 exam and increase its rigor. Additionally, faculty implemented additional critical thinking questions in all exams throughout the semester in the HMT 3050 course and in other courses in the HMT curriculum.

In AY 2018-2019, the target was not met. 58.3% of the students scored 70% or better on the critical thinking exam question in HMT 3050. 21 out of 36 (58.3%) students scored 70% or better.

Students enrolled in HMT 3050 (Meal Management) did not meet the acceptable nor ideal target for the critical thinking question included on one of their exams. This portion of the exam was worth 10 points. The subject matter of this question is repeatedly taught in the class. Students completing this course should have a basic understanding of menu design and function to be prepared for careers in the hospitality industry (food is in

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many different careers within the hospitality sector). Further, it is vital that students develop critical thinking skills as the industry requires professionals to frequently “think on their feet.” Unfortunately, many students in the current post-secondary population seem to struggle with critical thinking skills.

Action - Decision or Recommendation: Based on the AY 2018-2019 assessment results, in 2019-2020 students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum. This may be due to the increased rigor of the exam. Therefore, faculty will emphasize the skills addressed in the critical thinking questions during the HMT 3050 course, examine the test question to insure there are not any discrepancies in the formatting of the question, and evaluate student learning after these steps.

Measure 3.2. (Direct- Graded rubric from HMT 4200)

Details/Description: Students will complete marketing research papers as a culminating project in the capstone course HMT 4200. This assignment includes both marketing research and business planning.

Acceptable Target: 60% of students will score a 70% average or better.

Ideal Target: 70% of students will score a 70% average or better.

Finding: The ideal target met.

Analysis: In AY 2017-2018, the acceptable target was not met, but was met in AY 2018-2019.

In AY 2017-2018 instructional details were increased upon the editing of the assignment. One-on-one assistance from the instructor was provided leading up to the due date, as well as other faculty members providing consultation in their areas of expertise to the students. After these changes, 51.7% of the students, rather than the target of 60%, scored 70% or better on the marketing paper in HMT 4200. The students enrolled in the required HMT 4200 (Marketing in Hospitality Management and Tourism) did not meet the acceptable target for the project.

Based on the AY 2017-2018 assessment results, the faculty took better care in the scheduling of the assignment. The increase in assessment results in AY 2018-2019 were likely due to a better coordination of student workloads in other courses with the timing of the project in the semester.

In AY 2018-2019, the ideal target was met. 82.6% of students earned a 75% or better on the marketing research papers. Students enrolled in the required HMT 4200 (Marketing in Hospitality Management and Tourism) met the acceptable target for the project. In this assignment, students incorporate many key concepts learned throughout the course and program curriculum. The objective of the assignment is to become familiar with starting a business by gathering the necessary financing documentation, permits, licensure, and

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marketing research. This is a very large project that is always challenging for all students enrolled in the course. Students must turn in a minimum of 25 pages for the final project.

Action - Decision or Recommendation: Based on the AY 2018-2019 assessment results, in 2019-2020 faculty will again restructure the assignment deadlines with sections of the assignment due throughout the semester. This strategy led to the increase in results in the 2018-2019 assessment cycle, but greater enhancements to the schedule may further increase results. Therefore, the faculty will again revisit the scheduling and structure of the assignments. For students, there is great value both personally and professionally in completing the assignment. The marketing paper will remain a required assignment in HMT 4200.

SLO 4. Demonstrate an understanding of key concepts and issues in the hospitality management and tourism industry (Effective Fall 2017).

Course Map: tied to syllabus objectives. HMT 1000

HMT 3000

HMT 3020

CULA 3100

HMT 4030

HMT 4500

Measure: 4.1. (Direct- Results from electronic exam and/or student artifacts.)

Details/Description: The entire Hospitality Management & Tourism Knowledge Exam will be given in HMT 1000, again in HMT 3000/ HMT 3020/ CULA 3100 and lastly in HMT 4030. The following areas are covered in this exam: historical foundations of the industry, key theories and/or concepts, food safety, customer service, management, marketing, legal, and ethics.

Acceptable Target: At least 50% of students enrolled in HMT 1000 will score a 70% average or above on the exams during the semester.

Ideal Target: At least 70% of students enrolled in HMT 1000 will score a 70% average or above on the exams during the semester.

Finding: Insufficient data collected to perform assessment.

Analysis: In AY 2017-2018, the measurement instrument was under development. In AY 2018-2019, data gathering began, but the sample was not big enough to perform a worthwhile analysis of data. In AY 2018-2019, partial data was collected, but was not enough to perform an accurate assessment. The instrument is a general knowledge exam given to HMT students at various points throughout the program to determine their overall foundational knowledge in hospitality management, tourism, food safety, hospitality marketing, and meal management. This assessment was created in SurveyMonkey and will be delivered to students online via Moodle.

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Action - Decision or Recommendation: Based on the completion of the measurement instrument in AY 2018-2019, a full set of data will be gathered in AY 2019-2020. This data will be the baseline data for this measure.

Measure 4.2 (Direct- Results from electronic exam and/or student artifacts.)

Details/ Description: The entire Hospitality Management & Tourism Knowledge Exam will be given in HMT 1000, again in HMT 3000/ HMT 3020/ CULA 3100 and lastly in HMT 4030. Utilizing the electronic exam, students will be able to identify basic food safety rules/ concepts (temperature danger zone, proper handwashing techniques, cross-contamination, cooking to proper temperatures, and proper refrigeration temperatures).

Acceptable Target: At least 70% of students enrolled in HMT 4030 will score a 70% or above on all major assignments during the Spring 2018 semester.

Ideal Target: At least 80% of students enrolled in HMT 4030 will score a 70% or above on all major assignments during the semester.

Finding: Insufficient data collected to perform assessment.

Analysis: In AY 2017-2018, the measurement instrument was under development. In AY 2018-2019, data gathering began, but the sample was not big enough to perform a worthwhile analysis of data. In AY 2018-2019, partial data was collected, but was not enough to perform an accurate assessment. The instrument is a general knowledge exam given to HMT students at various points throughout the program to determine their overall foundational knowledge in hospitality management, tourism, food safety, hospitality marketing, and meal management. This assessment was created in SurveyMonkey and will be delivered to students online via Moodle.

Action - Decision or Recommendation: Based on the completion measurement instrument in AY 2018-2019, a full set of data will be gathered in AY 2019-2020. This data will be the baseline data for this measure.

SLO 5. Identify the strengths, weaknesses, opportunities, and threats of events produced within the HMT program. (Effective Spring 2018)

Course Map: Tied to syllabus objectives. HMT 3050

HMT 4250

CULA 3070

CULA 3250

Measure 5.1. (Direct- Student artifacts from HMT 3050 and 4250)

Details/Description: The entire Hospitality Management and Tourism curriculum emphasizes reflection as an ongoing component of professionalism and food and event production. Students will participate in written reflection assignments after major events. These written reflection assignments are assigned and due before any oral classroom

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discussions take place to gather honest, open, and timely formal reflections that may not be gleaned from oral discussions in front of faculty members and peers.

Acceptable Target: At least 60% of students enrolled in HMT 3050 and HMT 4250 will identify 3 strengths and 3 weaknesses from major events in written reflection.

Ideal Target: At least 70% of students enrolled in HMT 3050 and 4250 will identify 5 strengths and 5 weaknesses from major events in written reflection.

Finding: The ideal target was met.

Analysis: In AY 2017-2018, the target was not met. AY 2017-2018 was the first year that SLO 5 existed. So, AY 2017-2018 represents baseline data for measures 5.1 and 5.2. The poor performance was attributed to the timing of the assignment at the end of the semester and the lack of experience that students had with writing in-depth reflection essays.

Based on the analysis of the AY 2017-2018 assessment results, the following recommendations were made for AY 2018-2019:

- Faculty should have samples of acceptable in-depth reflections and unacceptable in-depth reflections to show and discuss with students early in the semester.
- Faculty should discuss and give examples of which aspects of the in-depth reflections that students should be thinking about and mentally noting during the events in which they participate.
- Students should be encouraged to write down notes and turn in these written reflections as soon as possible after the event. Therefore, due dates should be no more than 36-48 hours after the event has concluded to ensure the accuracy of responses, completeness of the assignment, and the unique perspectives that each student will likely bring to the written assignment.

In AY 2018-2019, the ideal target was met. 100% of students in HMT 4250 were able to identify 5 strengths and 5 weaknesses from major events in written reflection. Therefore, the changes recommended for AY 2018-2019 were likely helpful in bettering the assessment results.

In-depth reflection is an essential practice in professionalism. Students enrolled in HMT courses are expected to practice in-depth reflection on a regular basis in order to improve as professionals. Additionally, event planning required in-depth reflection in order to continually improve attendee and guest expectations. 100% of students in HMT 4250 were able to achieve this target.

Action - Decision or Recommendation: Based on the AY 2018-2019 assessment results, in 2019-2020 faculty will examine the means in which students deliver in-depth reflection after major events. Written reflection is beneficial for writing skills, and faculty

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will assess integrating a mix of oral discussion reflection and written reflection. Students will be encouraged to complete the reflection essay in measure 5.1 on time.

Measure 5.2 (Indirect- Results from in-class student discussions, facilitated by faculty)

Details/ Description: Students enrolled in CULA 3070 and CULA 3250 will be required to participate in discussions during class as a follow up to the formal written reflection assignment.

Acceptable Target: Most students in the course (at least 60%) will be able to speak intelligently about what was done correctly from a student's perspective and what could have been improved for the next event.

Ideal Target: All students enrolled in CULA 3070 and/or 3250 will identify strengths and weaknesses from a student work and planning perspective and provide unique insight that will create valuable advice for students executing the same event next year.

Finding: The ideal target was met.

Analysis: In AY 2017-2018, the target was not met, but in AY 2018-2019, the target was met.

AY 2017-2018 was the first year that SLO 5 existed. So, AY 2017-2018 represents baseline data for measures 5.1 and 5.2. The poor performance was attributed to the timing of the assignment at the end of the semester and the lack of experience that students had with writing or in-depth reflection essays as well as speaking about those reflections publicly.

Based on the results of the AY 2017-2018 assessment cycle, for AY 2018-2019, the faculty recommended paying closer attention to the calendar of university events and trying to avoid scheduling the reflection essay and discussion so close to the events. For example, in AY 2017-2018, two events took place within 36 hours of each other, giving little time for students to properly write or reflect on their experiences. Increasing student involvement in various aspects of the events was also considered.

In AY 2018-2019, the ideal target was met. 100% of students enrolled in CULA 3250 were able to identify strengths and weaknesses from a student work and planning perspective after major events.

Students enrolled in CULA 3250 complete many food production events throughout the year. They were able to correctly identify major strengths and weaknesses in formal reflection assignments. However, the timeliness of these assignments being turned in was an issue, which may have affected the accuracy of the reflections. Classroom discussion was sometimes hindered by the lack of turning in the essay on time in measure 5.1

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Action - Decision or Recommendation: Based on the results of the AY 2018-2019 assessment, in 2019-2020 the faculty will analyze the format of the reflections and consider oral discussions as a delivery method for reflection. Students will be encouraged to complete the reflection essay in measure 5.1 on time so that they are better able to participate in class discussions for measure 5.2

Comprehensive Summary of Key Evidence based on the Analysis of the results.

Hospitality Management and Tourism collected, analyzed and reported data from the program. The data was collected from various forms of student work including a critical thinking exam question, a major research project, written and oral presentations, resumes, and a career research assignment.

Most the data collected and analyzed showed achievement in acceptable SLO targets being met. Of the ten SLO targets, six ideal targets were met, two were incomplete, and one target was not met.

In comparison to last year's career assignment, this year's career assignment was paired with extensive discussion in class highlighting many career options in the various areas of the hospitality industry. Scores of this assignment will be evaluated to ensure delivery and expectations of the assignment achieve program objectives and meet the needs of the student. However, as 100% of the students achieved the target this year and last year, the rigor of the assignment will be increased by requiring students to provide multiple career options from multiple career areas within the hospitality industry. If results continue to be 100% each year, the measure or the assignment will need revision in order to achieve continuous improvement in our program.

The professional resume assignment will remain in the HMT 4030 curriculum as students are preparing for HMT 4500, their internship. The resume writing process requires several submissions to the professor and edits before final approval. Based on AY 2017-2018 results, the professor provided more documented feedback throughout the semester. As mentioned in the Plan of Action Moving Forward, in AY 2019-2020, the faculty will review the problems that remained for some students in the AY 2018-2019 assessment cycle and identify changes that may help drive continuous improvement in the program.

The written portion of the HMT 4500 comprehensive portfolio and oral presentation on HMT 1050 student service-learning projects has been in the curriculum for many years. One of the repeated issues with the HMT 4500 comprehensive portfolio is that some students fail to complete their reflections throughout the semester on a weekly basis, and scramble to turn everything in the week before candidate grades are due, producing poorly written work. Based on the AY 2018-2019 assessment results, faculty will establish rubrics and increase rigor by requiring clarity in writing in order to improve student writing in the program overall. The written portions of the HMT 4500 portfolio will remain a requirement. Based on the results of the AY 2018-2019 assessment cycle, the oral presentation of students' group service-learning project in HMT 1050 will remain as

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required. Faculty will assess the results of this measurement to determine if the rubric needs to be redeveloped (to include any additional skills needed). Additional oral presentations will be embedded in other HMT courses so that students become more proficient and confident in these skills.

Critical thinking is an imperative skill in the hospitality industry. Students continue to struggle with this skill. Based on the AY 2018-2019 assessment results, students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum. Faculty will emphasize the skills addressed in the critical thinking questions during the HMT 3050 course, examine the test question to insure there are not any discrepancies in the formatting of the question, and evaluate student learning after these steps.

Plan of Action Moving Forward

Due to the some of SLO targets not being met during the AY 2018-2019, the following changes will be made as they relate to each SLO:

Measure 1. The career research assignment will remain in the introductory course in current form, so students engage in the career exploration process. The faculty will increase the difficulty of the assignment or change the way the assignment is graded. If results continue to be 100% each year, this may be a sign that the measure or the assignment need revision in order to achieve continuous improvement in our program.

Measure 1.2. Faculty will further discuss and review the problems that remained for some students' resume assignment in the AY 2018-2019 assessment cycle and identify changes that may help drive continuous improvement in the program.

Measure 2.1. Faculty will establish rubrics for the HMT 4500 written documentation in order to increase rigor to improve student writing in the program overall. The written portions of the HMT 4500 portfolio will remain a requirement.

Measure 2.2. Faculty will assess the results of this measurement to determine if the oral presentation rubric needs to be redeveloped (to include any additional skills needed). Additional oral presentations may need to be embedded in other HMT courses so that students become more proficient and confident in these skills.

Measure 3.1. Based on the AY 2018-2019 assessment results, students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum. Faculty will emphasize the skills addressed in the critical thinking questions during the HMT 3050 course, examine the test question to insure there are not any discrepancies in the formatting of the question, and evaluate after these steps.

Measure 3.2. Faculty will restructure the assignment deadlines with sections of the assignment due throughout the semester. This strategy leads to the increase in results in

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the 2018-2019 assessment cycle, but greater enhancements to the schedule may further increase results. Therefore, the faculty will again revisit the scheduling and structure of the assignments. For students, there is great value both personally and professionally in completing the assignment. The marketing paper will remain a required assignment in HMT 4200.

Measure 4. The comprehensive exam was created, stored electronically, and housed in SurveyMonkey in which students and faculty can easily access the exam via Moodle.

Measure 5. Based on the AY 2018-2019 assessment results, faculty will consider the means in which students deliver in-depth reflection after major events. Written reflection is beneficial for writing skills, and faculty may also want to consider a mix of oral discussion reflection and written reflection. Students will be encouraged to complete the reflection essay in measure 5.1 on time.

Last, it should be noted that HMT will begin the self-study process of accreditation through the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in fall 2019. Changes to our assessment program may be necessary to better align with the new accreditation agency's requirements and additional time may be required to implement such changes. However, this is only a precautionary statement as those requirements are currently unknown.