

Assessment Cycle 2019-2020

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 Hospitality Management and Tourism degree program of Northwestern State University is committed to fostering a student-centered learning environment that empowers individuals and 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. (Adopted October 31, 2019)

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 not met.

Analysis: In AC 2017-2018 and AC 18-19, the ideal target was met. In AC 19-20, 0/9 students (0%) met the ideal target.

In 208-2019, 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. Based on the analysis of the AC 18-19 results, the following changes were implemented; students discussed strategies and additional career options in conjunction with the same assignment. The assignment remained in this capstone course and faculty added a comparable assignment to other introductory courses (HMT 1050).

As a result of these changes, in AC 2019-2020, the ideal target was not met. 0% (0 out of 9 who completed the assignment) of the students completing the Smart Goals Assignment identified one or two career goals within the hospitality industry but did not

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identify strategies necessary to achieve these goals. Although all 9 students were able to correctly identify 1-2 career goals within the hospitality industry, none of them identified strategies to attain these goals.

The data shows none of the students enrolled in HMT 4030 (Perspectives in Hospitality Management and Tourism) provided highly satisfactory or satisfactory responses for the number of career goals or strategies to achieve these goals in the assignment. A total of 9 assignments were completed during the spring 2020 semester. Students in upper-level classes should be aware of career opportunities available in the hospitality industry and the necessary experience and strategies 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. Additionally, faculty have recognized the need for students to identify and understand the required strategies and processes to obtain professional goals. The ideal target was not met because adequate effort was not put forth by students on the assignment.

Decision: Based on the results of the AC 2019-2020 assessment, the rigor of the assignment will be increased by requiring students to provide multiple strategies paired with the professional goals set for careers in the industry. As 0% of the students achieved the target this year, if results continue to be unsatisfactory each year, the measure or the assignment will need revision to achieve continuous improvement in our program. The worksheet used in this assignment currently instructs students how to identify and create SMART goals. Going forward, faculty will discuss the altering of this worksheet to include instructions for identifying and writing strategies to achieve their listed SMART goals.

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 AC 2018-2019, the ideal target was met, and in AC 19-20, the ideal target was met.

In AC 2018-2019 the target was 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 AC 2019-2020 the ideal target was met. 14 students (82.3%) scored 80% or better on their resume. 3 students (17.6%) scored 50% or lower.

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Based on the analysis of the AC 18-19 assessment results and to drive improvement in student learning, in 2019-2020 the following changes were made: faculty implemented the resume assignment earlier in the semester and required multiple revisions to the resume throughout the semester. As a result of these changes, in AC 2019-2020, the ideal target was met. 14 out of 17 students (82.3%) 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 AC 2019-2020 assessment results, the following changes were considered to improve the results for Measure 1.2: 1) resume and revisions were started in HMT 1050, 2) considering making the resume assignment worth more points within the course grade, and 3) peer-reviewed resume assignments.

Overall, in AC 2019-2020, 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 critical written communication skills necessary for industry employment.

Decision: In AC 2019-2020, the target was met. Based on the results of the AC 2019-2020 assessment results, the faculty will review the assignment and the revision process to ensure students are meeting the competencies but also receiving enough rigor to create needed resumes for job searches. For example, faculty will focus on the structure of the assignment deadlines and feedback given throughout the semester, with which some students struggle. This assignment aids students in their written communication skill development. Since the target was met in AC 2018-2019 and in AC 2019-2020, there has been improvement over the last two assessment cycles. The changes implemented in AC 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 4500)

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

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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 AC 18-19 and AC 19-20.

In AC 2018-2019, the ideal target was met, 17 students were expected to complete 2 interviews (1 via phone and 1 face-to-face) each. 13 out of 17 students (76.4%) were able to complete both interviews with a 75% or above. 1 student completed 1 interview with 60% and 3 students didn't complete any interviews. The faculty focused on giving detailed peer and instructor feedback to interviews completed by students in HMT 4030. This feedback was provided so students would have the opportunity to correct their interviews and meet the expectations industry hiring professionals as students apply for internships.

As a result of these changes, in AC 2019-2020, the ideal target was met. 76.4% of students completed the interview with 75% or above. Students enrolled in HMT 4030 are required to complete two interviews over the course of the semester; one via phone and one face-to-face. This interview requires significant preparation, peer-evaluation, and reflection. The findings show students in the course meet competencies for oral skills as required. It is essential for students in senior level courses to master oral skills required to become a professional in the hospitality industry. This assignment has been included in HMT 4030 for approximately 4 years.

Decision: In AC 2019-2020, the ideal target was met. Based on the analysis of the AC 2019-2020 assessment results, faculty will establish rubrics and increase rigor by requiring clarity in interview skills to improve student oral skills in the program overall. The interview portions of HMT 4030 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 AC 18-19 and AC 19-20.

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In AC 2018-2019, the ideal target was met. 100% scored 75% or above on the oral interview presentation assignment in HMT 1050. In comparison with AY 2018-2019 results, students meeting the acceptable target in AY 2019-2020 fell from 100% to 81.4% which placed the outcome of this SLO into the ideal target range.

Based on the analysis of the 2018-2019 results, the oral interview presentations became a component of the course throughout the semester in HMT 1050. Faculty considered whether or not additional skills should be added to the assignment and implemented additional oral presentations 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), HMT 3050 (Meal Mgmt.), HMT 4200, HMT 4150, and HMT 3020 are the other courses which include formal oral presentations. Faculty discussed assessment methods of these formal presentations and are still considering uniform rubrics and/or assessment methods for these presentations.

As a result of these changes, in AC 2019-2020, the ideal target was met. 81.4% of students earned a 75% or better in the oral presentation. This decrease may be attributed to utilizing the NSU Career Center staff to assist with these interviews as well as the implementation of the NSU Career Center's interview rubrics. By having objective interviewers in the NSU Career Center and adding the interview rubric to the HMT 1050 course for all interviews, the expectations have increased for proficiencies in the student interviews.

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. Due to COVID-19 in Spring 2020, the group service-learning project was turned into an alternative assignment. For the final interview that was supposed to be completed face-to-face with a panel of HMT faculty, students interviewed each other via WebEx instead. 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.

Decision: In AC 2019-2020, the ideal target was met. Based on the results of the AC 2019-2020 assessment cycle, faculty will assess the rubric to determine if it needs to be redeveloped (to include any additional skills needed). Faculty will consider giving one "practice" interview that is not graded prior to the 3 interviews worth 50 points each in HMT 1050. Another alternative will be interviews conducted by peers in HMT 1050 or upper classman in HMT 4030. Doing a practice interview this way would provide an introduction of interviewer and interviewee skills.

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

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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.

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 was met.

Analysis: In AC 18-19, the ideal target was not met, but in AC 19-20, the target was met.

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.

In AC 2019-2020, 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 analysis of the AC 18-19 results, in AC 2019-2020, the faculty changed the critical thinking question on the HMT 3050 exam and increased its rigor. Additionally, faculty implemented the same critical thinking questions in exams throughout the semester in the HMT 3050 course and in other courses in the HMT curriculum.

As a result of these changes, in AC 2019-2020, the target was met. 100% of the students scored 70% or better on the critical thinking exam question in HMT 3050. 22 out of 22 (100%) students scored 70% or better.

Students are asked to identify issues with a problem menu. There are seven or more obvious issues. These have been reviewed in the Factors of Menu Planning, a lengthy series of lectures that involves several chapters in Unit 1, as well as review and additional lecture in Unit 2. Practice activities with bad menus are provided in Unit 2.

Students are then asked to re-write the menu, keeping at least two items, and fix the problems! They are cautioned to not create more problems with the re-write.

In the FALL of 2019, students completed this exercise on Exams 2 and 3, after Units 2 and 3, and some completed the activity as an optional activity on the final day of class. In week 8, after Exam 2, the average score was 9.136 out of 10, with all 22 students scoring 7/10 or higher.

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N= 22

2 scored 11/10 Bonus point(s) are given only when a student has exceptional insight to the issues and rewrites an excellent menu*.

8 scored 10/10

5 scored 9/10

5 scored 8/10

2 scored 7/10

In week 12 with Exam 3, the average dropped to 7.72 with all but 4 students scoring 7/10 or higher.

N = 22

2 scored 10/10

5 scored 9/10 with four of the five having rewrite issues.

4 scored 8/10 with no trends identified

7 scored 7/10 with rewrites trending a lack of dairy and heavy on the starches in the menu

4 scored 6/10 with the same trends

At the end of the semester, 15 students opted to participate in a bonus activity and average score was 8.2 N = 15.

1 scored 11/10*

3 scored 10/10

8 scored 9/10 without specific trend of critiquing or re-write issues

2 scored 7/10 without specific trend of critiquing or re-write issues

1 scored 5/5 on the critique and 0/5 on the re-write

From this three-part review in the Fall 2019 semester, it appears that students are more comfortable with the exam question when the lecture and activities are part of the Exam Unit. It is stressed that the critical component of MENU PLANNING is important all semester. Students are asked to write the six factors of menu planning and their components on EXAMS 1, 2 and 3! Student Presentation of the material was decreased on Exam 3, but better, although still lower than initial testing, by the end of the semester. The instructor utilized this information to make changes in the SPRING 2020 semester. More emphasis was placed on retaining the concepts from Exam 2 to Exam 3 and semester's end. Unfortunately, the testing format for Exam 3 and end of year assignments did not allow for further assessment. The instructor erred in placing a series of questions to assess student knowledge in this area but failed to load them to the exam properly. Students had objective questions only on the third exam and the optional activity was not presented at the end of the semester. This change was due to leaving face to face classes one week before spring break because of COVID 19.

At midterm (week 8) of Spring 2020 semester, the same format question was presented on Exam 2. The average score was 8.5.

N = 18.

2 scored 11/10*

8 scored 10/10

3 scored 9/10, with all being unable to identify a fifth issue with the problem menu.

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2 scored 8/10, with a common inability to identify a lack of dairy in the problem menu.

1 scored 6/10, with a trend of re-write issues identified.

2 scored 1/10, leaving the question blank except for identification of one issue in the problem menu.

The Spring 2020 midterm assessment without the two students scoring 1/10 averaged 9.44 with N= 16. This is in line with the previous semester.

Decision: In 2019-2020, the ideal target was met. Based on the analysis of AC 2019-2020 assessment results, the instructor plans to assess at least three times in future semesters as this is a primary concept for all students in our degree program, as well as an assessment of critical thinking skills. One of these 2 students did not attend and participate in class on an acceptable level. I believe he only passed the course with a D when we went online, and attendance was not an issue. Still, he turned in late assignments. The other student is from Columbia and may have a language barrier. He hasn't completed the course, due to lack of internet, but he did better on Exam 3, as it was M/C and T/F.

The instructor has a better understanding of the need to continue activities of menu critiquing and re-writes throughout the semester. The students will be assessed three times in future classes, with review in each of three units, as well as tying this concept to their final activities of Semi-Formal Meals and A to Z Party Plans.

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 was met.

Analysis: In AC 18-19, the acceptable target was met, and the ideal was met in AC 19-20.

In AY 2018-2019, the ideal target was met. 82.6% of students earned a 75% or better on the marketing research papers.

In AC 2018-2019 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 sections for the paper being due throughout the semester. Topics were selected early in the semester and students were given multiple opportunities for individualized feedback. Students were given extremely detailed instructions, an outline was provided by the instructor, and multiple resources were posted in Moodle. Initially, this project was

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supposed to be a group project but due to COVID-19, students were given the option to complete it as an individualized project. After these changes, 91.6% 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) met the ideal target for the project.

Based on the analysis of AC 18-19 assessment results, the faculty took better care in the scheduling of the assignment. The increase in assessment results in AC 2019-2020 were likely due to an emphasis on the project throughout the semester including: early topic selection, a guest speaker involved in topic selection and project advice, and outlines and sections of the paper being due throughout the semester.

As a result of these changes, in AC 2019-2020, the ideal target was met. 91.6% 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 ideal 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 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. Due to COVID-19, the objective of the individualized project was for students to complete an in-depth analysis of a large corporation's marketing efforts during COVID-19.

Decision: In AC 2019-2020, the ideal target was met. Based on the AC 2019-2020 assessment results, 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

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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 AC 2017-2018, the measurement instrument was under development. In AC 2018-2019, data gathering began, but the sample was not big enough to perform a worthwhile analysis of data. In AC 2018-2019 and AC 2019-2020, partial data was collected, but was not sufficient 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.

Decision: Based on the completion measurement instrument in AC 2018-2019, a full set of data will be gathered in AC 2020-2021. 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 AC 2017-2018, the measurement instrument was under development. In AC 2018-2019, data gathering began, but the sample was not big enough to perform a worthwhile analysis of data. In AC 2018-2019 and AC 2019-2020, partial data was collected, but was not sufficient to perform an accurate assessment. The instrument is a general knowledge exam given to HMT students at various points throughout the program

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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.

Decision: Based on the completion measurement instrument in AC 2018-2019, a full set of data will be gathered in AC 2020-2021. 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.

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 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 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 AC 2018-2019, the ideal target was met. AC 2017-2018 was the first year that SLO 5 existed. So, AC 2017-2018 represents baseline data for measures 5.1 and 5.2.

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.

Based on the analysis of the AC 18-19 assessment results, the following recommendations were made for AC 2019-2020:

Based on the AC 2018-2019 assessment results, faculty will examine the means in which students deliver in-depth reflection after major events. Written reflection is beneficial for writing skills, and faculty 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.

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As a result of these changes, in AC 2019-2020, the ideal target was met. 100% (33 out of 33) of students in HMT 4250 were able to identify 5 strengths and 5 weaknesses from major events in oral reflection. Therefore, the changes recommended for AC 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 to improve as professionals. Additionally, event planning required in-depth reflection to continually improve attendee and guest expectations. 100% of students in HMT 4250 were able to achieve this target.

Decision: In AC 2019-2020, the ideal target was met. Based on the analysis of the AC 2019-2020 assessment results, faculty will continue having students orally discuss in-depth reflection after major events. Written reflection is beneficial for writing skills, and faculty will assess integrating a mix of oral discussion reflection and written reflection. Written reflection is also critical in the industry to provide documentation for similar events held in the future.

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

Details/ Description: Students enrolled in CULA 3250 will be required to participate in discussions during class to identify strengths and weaknesses of food preparation and service during Columns Café events.

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 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 AC 2018-2019, the target was met, and in AC 19-20, the target was met.

AC 2017-2018 was the first year that SLO 5 existed. So, AC 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.

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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.

Based on the results of the AC 18-19 assessment cycle, for AC 2019-2020, the faculty analyzed the format of the reflections and held oral discussions as a delivery method for reflection.

As a result of these changes, in AC 2019-2020, the ideal target was met. 13 out of 13 students were able to identify strengths and weaknesses from a student work and planning perspective after Columns Café 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 time required for in-depth discussion interfering with preparation for the next event.

Decision: Based on the results of the AC 2019-2020 assessment, the faculty will again implement a mixture of written and oral reflections as part of course requirements.

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 of the data collected and analyzed showed achievement in acceptable SLO targets being met. Of the ten SLO targets, seven 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 SMART goal-setting discussion in class highlighting career options in the various areas of the hospitality industry. Scores of this assignment were 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 detailed strategies on achieving multiple career goals from multiple career areas within the hospitality industry. If results continue to be 100% each year, the measure or the assignment will need revision 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 AC 2018-2019

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results, the professor provided more documented feedback throughout the semester. In AC 2020-2021, the faculty will review the problems that remained for some students in the AC 2019-2020 assessment cycle and identify changes that may help drive continuous improvement in the program.

The oral interviews in HMT 4030 have been conducted for the last four years. Some of the repeated issues with the HMT 4030 interviews are that some students fail to adequately prepare for the interviews, and some do not test virtual technology before the interview to ensure an interview without technological issues, despite these items being covered in class. Based on the AC 2019-2020 assessment results, faculty will establish rubrics and increase rigor by requiring student improvement during 2-3 interviews over the course of the semester. Additional oral interviews have already been 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 AC 2019-2020 assessment results, students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum, especially in upper-level courses. Faculty have emphasize the skills addressed in the critical thinking questions during the HMT 3050 course, examined the test question to ensure there are not any discrepancies in the formatting of the question, and evaluated student learning after these steps. In the future, faculty will continue to discuss embedding additional critical thinking assignments and other components in other HMT courses.

Plan of Action Moving Forward

Due to one of the SLO targets not being met during the AC 2019-2020, the following changes will be made as they relate to each SLO:

Measure 1.1 The SMART career goal assignment will remain in HMT 4030 and may be in current form or slightly altered, so students engage in the career exploration process. The faculty will discuss increasing the difficulty of the assignment or changing the way the assignment is graded. If results continue to be 0% each year, this may be a sign that the measure or the assignment need revision 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 AC 2019-2020 assessment cycle and identify changes that may help drive continuous improvement in the program. Faculty will also discuss and consider a universal resume rubric to use across the HMT curriculum.

Measure 2.1. Faculty will establish rubrics for the HMT 4030 oral interview to increase rigor to improve student speaking in the program overall. Faculty will consider a universal interview rubric across the HMT curriculum.

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Measure 2.2. Faculty will continue assessing 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. Faculty will consider a universal interview rubric across the HMT curriculum.

Measure 3.1. Based on the AC 2019-2020 assessment results, students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum.

Measure 3.2. Faculty will again restructure the assignment deadlines with sections of the assignment due throughout the semester and continually follow up with these deadlines throughout the semester by providing detailed feedback. This strategy led to the increase in results in the 2019-2020 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 AC 2019-2020 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 early.