

# AY 2020-2021 Assessment

## 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 committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**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.

**Hospitality Management and Tourism Mission.** 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.

**Methodology:** The assessment process includes:

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- (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:** Target was met.

### **Analysis:**

In 2019-2020 the target was not met. 0% (0 of 9 students 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 identify strategies necessary to achieve these goals. Based on the analysis of these results, the rigor of the assignment was increased by requiring students to provide multiple strategies paired after discussing career strategies during lectures and professional goal setting for careers in the industry.

As a result of these changes in AC 2020-2021, the ideal target was met. 100% (15 out of 15 who completed the assignment) of the students completing the Smart Goals Assignment identified three or more career goals within the hospitality industry. Assessment Cycle 2019-2020 identified strategies necessary to achieve these goals. The

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data shows students enrolled in HMT 1050 (Introduction to Professionalism) provided highly satisfactory or satisfactory responses for the number of career goals or strategies to achieve these goals in the assignment. Students in introductory and 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 met because adequate effort was put forth by students on the assignment.

Based on the results of the AC 2020-2021 assessment, the rigor of the assignment will be maintained by requiring students to provide multiple strategies paired with the professional goals set for careers in the industry. As 100% of the students achieved the target this year, if results continue to be satisfactory 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 increase the rigor of the worksheet to include SMART career goals across multiple areas (events, hotels, restaurants, etc.) within the hospitality industry.

### **Decision:**

1. In 2020-2021 the target was met.
2. Based on the analysis of the 2020-2021 results the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement: increase the rigor of the worksheet to include SMART career goals across multiple areas within the hospitality industry (events, hotels, restaurants, etc.).
3. These changes will improve the student's ability to identify multiple career goals within the hospitality industry thereby continuing to push the cycle of improvement forward.

### **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:** Target was met.

**Analysis:**

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In AC 2019-2020 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.

Based on the analysis of the AC 2019-2020 assessment results and to drive improvement in student learning, in 2020-2021 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 2020-2021, the ideal target was met. 6 out of 8 students (75%) 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 review, revisions, and feedback were started in HMT 1050, 2) made the resume assignment worth more points within the course grade, and 3) peer-reviewed resume assignments.

Overall, in AC 2020-2021, students enrolled in HMT 4030 met the ideal competency requirements for creating professional resumes. This skill is essential for readiness 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:**

1. In 2020-2021 the target was met.
2. Based on the analysis of the 2020-2021 results the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement: increase the rigor of the resume assignment by incorporating peer-reviewed feedback based on the NSU Career Center's resume rubric.
3. These changes will improve the student's ability to critically evaluate resumes and continue to push the cycle of improvement forward.

**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)**

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**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.

**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:** Target was met.

**Analysis:** The ideal target was met in both AC 19-20 and AC 20-21.

In AC 2019-2020, the ideal target was met, 76% 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 had been included in HMT 4030 for approximately 4 years. In addition to the HMT 4030 interviews, interviews were introduced in HMT 1050 during AC 2019-2020.

Based on the analysis of the AC 2019-2020 assessment results and to drive improvement in student learning, in 2020-2021 faculty established rubrics and increased rigor by requiring clarity in interview skills to improve student oral skills in the program overall. The NSU Career Services Center assisted with several lectures regarding resumes and interviews. Also, students utilized learning software provided by the NSU Career Services Center, "Big Interview" to gain certification about interview skills and resume writing. The interview portions of HMT 4030 remained a requirement.

As a result of these changes, in AC 2020-2021, the ideal target was met. 93% of students completed the interview with 75% or above. Based on these results, the assignment will be continued and maintained. If results continue to be satisfactory next year, the measure or the assignment will need revision to stive for continuous improvement in the HMT degree program. In the future if results remain satisfactory, faculty will increase the rigor of the assignment by implementing a rubric that incorporates additional peer evaluation during interviews.

### **Decision:**

1. In 2020-2021 the target was met.
2. Based on the analysis of the 2020-2021 results the faculty will implement peer evaluation during interviews in 2021-2022 to drive the cycle of improvement.
3. These changes will improve the student's ability to critically evaluate the interview process thereby continuing to push the cycle of improvement forward.

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**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:** Target was met.

### **Analysis:**

In AC 2019-2020 the target was met. 81.4% of students earned a 75% or better in the oral presentation. Based on the analysis of the AC 2019-2020 assessment results and to drive improvement in student learning, in 2020-2021 the faculty assessed and updated the rubric to include additional, industry-relevant skills. HMT 1050 and HMT 4030 student were required to complete 3 oral interviews during the semester with varied formats (face-to-face, phone, individual interview with mock employer, panel interview with mock employers, and virtual interviews with mock employers). Additionally, interview skill videos were shown to students during lecture. Faculty also offered one “practice” interview that is not graded prior to the 3 interviews worth 50 points each in HMT 1050.

As a result, in AC 2020-2021, the ideal target was met. 91.7% of the students in HMT 1050 scored 75% or above on the oral interview assignment. Assessment Cycle 2019-2020 identified strategies necessary to achieve these goals. Students in introductory and upper-level classes should be introduced to career-readiness skills to prepare them for HMT’s internship requirement and to enter the workforce. Faculty have recognized the need for students to identify and understand the required processes to obtain professional goals. The ideal target was met because adequate effort was put forth by students on the assignment.

Based on the results of the AC 2020-2021 assessment, the rigor of the assignment will be enhanced by requiring students to complete multiple interviews in various modes throughout the semester. As 91.7% of the students achieved the target this year, if results continue to be satisfactory each year, the assignment will need revision to achieve continuous improvement in our program. Interviews in this assignment currently expect students to give their personal “elevator pitches” and interview based on the “STAR” method of interviewing. Going forward, faculty will increase the rigor of interviews to include peer evaluations during interviews in HMT 1050 based on the NSU Career Center’s interview rubric.

### **Decision:**

1. In 2020-2021 the target was met.

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2. Based on the analysis of the 2020-2021 results the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement: rigor will be increased by including peer evaluations of HMT 1050 interviews based on NSU Career Center's interview rubric.
3. These changes will improve the student's ability to be career ready thereby continuing to push the cycle of improvement forward.

**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:** Target was met.

### **Analysis:**

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. Based on the analysis of the AC 2019-2020 assessment results and to drive improvement in student learning, in 2020-2021, the instructor increased the assessment of this key concept to three times each semester by repeatedly going over proper menu design during lectures and providing correct examples of menus. An assessment of critical thinking skills was also incorporated into the course.

In AC 2020-2021, the ideal target was met. 75% (9 out of 12) who completed the exam question in HMT 3050 were able to identify issues with a problem menu with a score of 70% or better. 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.

Assessment Cycle 2019-2020 identified strategies necessary to achieve these goals. The

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data shows students enrolled in HMT 3050 (Meal Management) correctly identified menu issues with scores of 70% or better. Students in all levels of HMT courses should be able to think critically and critically evaluate tasks presented in courses. This assignment was given due to faculty members recognizing a need for students to critical thinking skills.

Based on the results of the AC 2020-2021 assessment, faculty will increase the rigor of the exam question to include additional minimum menu items in the menu rewrites. The rigor of the assignment will be enhanced by requiring students to provide identify issues with problems menus and rewrite correct menus. As 75% of the students achieved the target this year, if results continue to be satisfactory each year, the measure or the assignment will need revision to achieve continuous improvement in our program.

### **Decision:**

1. In 2020-2021 (current year) the target was met.
2. Based on the analysis of the 2020-2021 results the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement include adding rigor to the HMT 3050 exam's critical thinking question by including additional menu items in the menu rewrites.
3. These changes will improve the student's ability to think critically, thereby continuing to push the cycle of improvement forward.

### **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:** Target was met.

### **Analysis:**

In AC 2019-2020 the target was met. Based on the analysis of the AC 2019-2020 assessment results and to drive improvement in student learning, in 2020-2021, faculty restructured the assignment deadlines with sections of the assignment due throughout the semester. The assignment was restructured by the instructor providing a specific outline of instructions, students were allowed to work in groups, students were allowed to complete an applied outline instead of a full written paper. The marketing paper will remain a required assignment in HMT 4200.

As a result, in AC 2020-2021, the ideal target was met. 100% of the students completing the marketing paper scored a 70% average or better. Assessment Cycle 2019-2020 identified strategies necessary to achieve these goals. Students in capstone courses

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should perform research, writing, and communication at higher levels than introductory courses. This assignment was given due to faculty members recognizing a need for students to gain experience in researching and writing for a major project while also preparing for their professional careers. The ideal target was met because adequate effort was put forth by students on the assignment.

Based on the results of the AC 2020-2021 assessment, the rigor of the assignment will be maintained by requiring students to research and write on an original hospitality business concept as if they were starting a new business in the state of their choice outside of Louisiana. As 100% of the students achieved the target this year, if results continue to be satisfactory each year, the measure or the assignment will need revision to achieve continuous improvement in our program. The instructions used in this assignment currently provide students with an outline for the marketing paper. Going forward, faculty will increase the rigor of the assignment to include extensive research documentation throughout the semester to ensure students are learning and applying course concepts as presented throughout the semester.

### **Decision:**

1. In 2020-2021 the target was met.
2. Based on the analysis of the 2020-2021 results the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement: increase the rigor of the assignment to include extensive research documentation throughout the semester to ensure students are learning and applying course concepts as presented throughout the semester.
3. These changes will improve the student's ability to adequately plan, research, and absorb the information and experience attained throughout the project, thereby continuing to push the cycle of improvement forward.

**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.

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**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:** Target was not met.

**Analysis:** Not enough data collected.

**Status:** Further data collection is needed to complete a full analysis of the data. Partial data has been collected.

**Decision:**

1. In 2020-2021 the target was not met.
2. Based on the analysis of the 2020-2021 (current year) results the faculty will collect and assess additional data in 2021-2022 to inform and drive the cycle of improvement.

**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 the HMT Knowledge Exam.

**Ideal Target:** At least 80% of students enrolled in HMT 4030 will score a 70% or above on the HMT Knowledge Exam.

**Finding:** Target was not met.

**Analysis:** Not enough data collected.

**Status:** Further data collection is needed to complete a full analysis of the data. Partial data has been collected.

**Decision:**

1. In 2020-2021 the target was not met.
2. Based on the analysis of the 2020-2021 results the faculty will collect and assess additional data in 2021-2022 to inform and drive the cycle of improvement.

**SLO 5.** Identify the strengths, weaknesses, opportunities, and threats of events

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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 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:** Target was not met.

**Analysis:** Not enough data collected due to minimal events because of COVID-19.

**Status:** Further data collection is needed to complete a full analysis of the data.

#### **Decision:**

1. In 2020-2021 the target was not met.
2. Based on the analysis of the 2020-2021 results the faculty will collect and assess additional data in 2021-2022 to inform and drive the cycle of improvement.

### **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/activity next year.

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**Finding:** Target was met.

**Analysis:**

In AC 2019-2020 the target was met. Based on the analysis of the AC 2019-2020 assessment results and to drive improvement in student learning, in 2020-2021 the faculty implemented a mixture of written and oral reflections as part of course requirements. CULA 3070 and 3250 held several oral discussions throughout the semester to identify strengths and weaknesses of to-go meals provided to the public. Based on these identifications, students made changes to the procedures of to-go meals to improve service and ensure order accuracy.

As a result, in AC 2020-2021, the ideal target was met. 100% (16 out of 16) who completed evaluations identified three or more strengths or weaknesses related to culinary events/activities. Assessment Cycle 2019-2020 identified strategies necessary to achieve these goals. The data shows students enrolled in CULA 3250 provided satisfactory responses for evaluations. Students in introductory and upper-level classes should be aware of the importance of professional reflection as it relates to experiences, activities, and events. This ongoing assignment was given due to faculty members recognizing a need for additional reflections for students to gain awareness of professional behavior and continuous improvement.

Based on the results of the AC 2020-2021 assessment, the rigor of the assignment will be enhanced by requiring students to provide multiple evaluations throughout the semester as a team. As 100% of the students achieved the target this year if results continue to be satisfactory each year the measure or the assignment will need revision to achieve continuous improvement in our program. Going forward, faculty will increase the rigor of evaluations by encouraging reflection during discussions throughout many courses in the curriculum and documenting strengths and weaknesses for major events.

**Decision:**

1. In 2020-2021 the target was met.
2. Based on the analysis of the 2020-2021 results the faculty will implement the following changes in 2021-2022 to drive the cycle of improvement: increase the rigor of evaluations by encouraging reflection during discussions in additional classes and documenting identification of strengths and weaknesses for major events.
3. These changes will improve the student's ability to reflect of professional practices and prepare for industry careers, thereby continuing to push the cycle of improvement forward.

**Comprehensive Summary of Key Evidence of Improvements Based on Analysis of 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

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thinking exam question, a major research project, written and oral presentations, interviews, 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, seven ideal targets were met, and three targets were 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 and the strategies needed to achieve these various careers were discussed during multiple lectures. 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 SMART goal strategies for each career option chosen for the assignment. 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 2019-2020 results, the professor provided more documented feedback throughout the semester and utilized the NSU Career Center to discuss resume writing in lectures. In AY 2021-2022, the faculty will review the problems that remained for some students in the AY 2020-2021 assessment cycle and identify changes that may help drive continuous improvement in the program.

The HMT 1050 oral interviews are fairly new to the curriculum. One of the repeated issues with the HMT 1050 interviews is that some students fail to complete their virtual interviews through the NSU Career Services Center due to scheduling, technology, and no-show issues. Based on the AY 2019-2020 assessment results, faculty called don NSU Career Services to be more involved with lectures in the class. Additionally, NSU Career Services provided step-by-step instructions for virtual interviews during lecture and written instructions were posted on Moodle. Based on the results of the AC 2020-2021 assessment cycle, the oral interviews in HMT 1050 will remain as 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 and peer interviews 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 AC 2020-2021 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

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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 AC 2020-2021, the following changes will be made as they relate to each SLO:

**Measure 1.1.** The rigor of the worksheet will be increased to include SMART career goals across multiple areas within the hospitality industry (events, hotels, restaurants, etc.). The career research assignment will remain in the introductory course, so students engage in the career exploration process. However, the career research form will be altered to include SMART goals for career strategies for the different hospitality careers identified in the assignment. If results continue to be 100% 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.** The rigor of the resume assignment will be increased by incorporating peer-reviewed feedback based on the NSU Career Center's resume rubric. Faculty will further discuss and review the problems that remained for some students' resume assignment in the AY 2020-2021 assessment cycle and identify changes that may help drive continuous improvement in the program. Faculty will carefully consider utilizing more resume resources from the NSU Career Services Center including the Big Interview software, lectures, and formats.

**Measure 2.1.** Faculty will implement peer evaluation during interviews in 2021-2022 to drive the cycle of improvement. Faculty will implement rubrics and peer interviewing in HMT 1050, with the goals of improving oral skills, interviewing skills, and critical thinking skills in the program overall.

**Measure 2.2.** Rigor will be increased by including peer evaluations of HMT 1050 interviews based on NSU Career Center's interview rubric. 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.

**Measure 3.1.** Rigor will be added to the HMT 3050 exam's critical thinking question by including additional menu items in the menu rewrites. Based on the AY 2020-2021 assessment results, students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum. Faculty will further 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.

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**Measure 3.2.** The rigor of the assignment will be increased to include extensive research documentation throughout the semester to ensure students are learning and applying course concepts as presented throughout the semester. 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 2020-2021 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, however the structure and formatting of the assignment may remain as an outline instead of a full written paper, as the full paper seems to overwhelm students exceedingly each year.

**Measure 4.** The faculty will collect and assess additional data in 2021-2022 to inform and drive the cycle of improvement. Faculty will evaluate how test is distributed, graded, and stored.

**Measure 5.** Based on the AY 2020-2021 assessment results, the faculty will collect and assess additional data in 2021-2022 to inform and drive the cycle of improvement. Furthermore, the rigor of evaluations will be increased by encouraging reflection during discussions in additional classes and documenting identification of strengths and weaknesses for major events. Faculty will reconsider 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 so data and students' reflections can be analyzed.