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 global hospitality industry.

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: Acceptable Target was **met.**

Analysis: In 2021-2022 the target was **met**. 86.4% (19 of 22 students who completed the assignment) of the students completing the Smart Goals Assignment identified over three career goals within the hospitality industry. In addition, students also identified the job locations, company, qualifications, and skills needed. Based on the analysis of these results, in AC 2022-2023 the rigor of the assignment was increased by requiring students to provide multiple strategies paired with discussing career strategies during lectures and professional goal setting for careers in the industry. In addition, students were required to identify five or more industry career goals.

Based on the results of the AC 2022-23 assessment, 75% (12 of 16 students who completed the assignment) of the students completing the Smart Goals Assignment

identified at least two career goals within the hospitality industry along with two strategies necessary to achieve these goals. Based on the analysis of these results, in AC 2023-2024 the assignment will be redeveloped to provide multiple strategies paired with career goal after discussing career strategies during lectures and professional goal setting for careers in the industry. Although SMART goals were identified and discussed during course lecture, the assignment given didn't match the ideal target.

Decision:

1. In 2022-2023 the acceptable target was **met**.

2. Based on the analysis of the 2022-2023 results the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement: the assignment will be redeveloped to include requiring students to provide multiple strategies and identifying a minimum of five career goals in the industry. Faculty will also increase the rigor of the worksheet to include strategies to achieve career goals, identify a minimum of five career goals in the hospitality industry, and 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 1050; 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 **not** met.

Analysis: In AC 2021-2022, the target was **not** met. 7 out of 22 students (31.8%) completed the final version of the resume with a score of 80% or better, 8 students scored 70% or above, and 7 students scored 70% or below. Based on the analysis of these results, in AC 2022-2023 the following changes were implemented to improve the results for Measure 1.2: 1) resume review, revisions, and feedback were started early in the semester in HMT 1050, 2) the resume assignment was worth more points within the course grade, and 3) peer-reviewed resume assignments were included. As a result of these changes AC 2022-2023, the ideal target was **not** met. **10 out of 15 students**

(66.7%) completed the final version of the resume with a score of 80% or better, 1 student scored 70% or above, and 4 students scored 70% or below.

Overall, in AC 2022-2023, students enrolled in HMT 1050 did **not** meet 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 1050 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 2022-2023 the target was **not** met.

2. Based on the analysis of the 2022-2023 results the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement: increase the rigor of the resume assignment by incorporating multiple peer-reviewed feedback based on the NSU Career Center's resume rubric; provide resume examples and provide guided resume writing matched to relevant hospitality industry careers.

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)

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

Finding: Ideal target was **met**.

Analysis: In AC 2021-2022, the ideal target was **not** met. Based on the analysis of the 2021-2022 results, in AC 2022-2023 the faculty implemented evaluation rubrics to

improve the ability of students to determine the appropriate aspects of a well-researched and written college level paper.

In AC 2022-2023, the ideal target was **met**, 75% 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 internet and one face-to-face. This interview requires significant preparation 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 the oral skills required to become a professional in the hospitality industry.

Decision:

1. In 2022-2023 the target was **met.**

2. Based on the analysis of the 2022-2023 results, the faculty will add a panel interview to the course in 2023-2024 to drive the cycle of improvement.

3. These changes will improve the students' ability to determine the appropriate oral communication, body language, and preparation needed for a successful interview.

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 was **met.**

In AC 2021-2022 the target was **met**. 91.7% in HMT 1000 of students earned a 75% or better in the oral presentation assignment. Based on the analysis of the AC 2021-2022 assessment results and to drive improvement in student learning, in 2022-2023 the rigor of the assignment was enhanced by requiring HMT 1000 students to lead class meetings with oral and visual presentations of the course material.

As a result, in AC 2022-2023, the ideal target was **met**. 91.7% of the students in HMT 1000 scored 75% or above on the class meeting leadership assignment. Assessment Cycle 2021-2022 identified strategies necessary to achieve these goals. Students in introductory 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 and preparation and guidance from faculty on how to lead professional meetings and engage meeting attendees.

Based on the results of the AC 2022-2023 assessment, the rigor of the assignment will be enhanced by evaluating students on additional criteria such as content knowledge, use of language, public speaking skills, professionalism, and preparedness. 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. Presentations in this assignment currently expect students to present orally and visually while also engaging classmates during the presentation. Going forward, faculty will increase the rigor of presentations to include additional evaluation methods during the presentations in HMT 1000 based on the rubric provided by instructor.

Decision:

1. In 2022-2023 the target was **met**.

2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement: rigor will be increased by evaluating students on additional criteria including: including peer evaluations of HMT 4030 team presentations of class meetings.

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 questions 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: Ideal target was **met**.

Analysis: In AC 2021-2022 the target was **met**. 92.3% (12 out of 13) who completed the exam question in HMT 3050 were able to identify issues with a problem menu with a score of 70% or better. Based on the analysis of the 2021-2022 results, in 2022-2023, the instructor increased the assessment of this key concept to five 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 2022-2023 the target was **met**. 7 out of 10 (70%) of the students scored 70% or better on the critical thinking exam question in HMT 3050. 70% (7 out of 10) who completed the exam question in HMT 3050 were able to identify issues with a problem menu with a score of 70% or better. 3 out of 10 (30%) students scored 60% 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 not to create more problems with the re-write.

Based on the results of the AC 2022-2023 assessment, the rigor of the assignment will be maintained (not a change) by requiring students to provide identify issues with problems menus and rewrite correct menus. As 70% 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 the exam question to include additional menu items in the menu rewrites.

Decision:

1. In 2021-2022 the target was **met**.

2. Based on the analysis of the 2022-2023 results the faculty will increase the rigor of the exam question to include additional menu items in the menu rewrites to drive the cycle of improvement in 2023-2024.

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 group projects including marketing research papers as a culminating project in the capstone course HMT 4200. This assignment includes both marketing research and event 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: Ideal target was **met**.

Analysis: in AC 2021-2022, the ideal target was **<u>met</u>**. 100% of the students completing the marketing paper scored a 70% average or better. Based on the analysis of the AC 2021-2022 assessment results and to drive improvement in student learning, in 2022-2023, faculty restructured the assignment deadlines with sections of the project due throughout the semester. During the spring 2023 semester, the project was restructured by the instructor providing a specific outline of instructions and students were allowed to work in groups. The marketing project will remain a required assignment in HMT 4200.

As a result, in AC 2022-2023, the ideal target was **<u>met</u>**. 100% of the students completing the marketing paper scored a 70% average or better. Assessment Cycle 2021-2022 identified strategies necessary to achieve these goals. Students in capstone courses should perform research, writing, and communication at higher levels than introductory courses. This project 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 2022-2023 assessment, in AC 2023-2024 the rigor of the assignment will require students to research and write on an original hospitality event concept as if they were starting an event to continue in 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 project. 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 2022-2023 the target was **<u>met</u>**.

2. Based on the analysis of the 2022-2023 results the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement: increase the rigor of the assignment to include extensive research documentation throughout the semester via group work. Group work will ensure teamwork while the 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 3050
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 3050 and lastly in HMT 4500. 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: The ideal target was **met.**

Analysis: In AC 2021-2022, the target was **not** met because not enough data had been collected to complete an analysis of the data. Based on the analysis of the 2021-2022 results, in 2022-2023, faculty intended to begin testing in HMT 3050 instead of HMT 3000 / HMT 3020 / CULA 3100 because it is a capstone course. Testing was also to be completed in HMT 4500 instead of HMT 4030 because it is an exit course. The course map was updated to reflect this change.

In AC 2022-2023, HMT 1000.01N had 12 out of 12 students complete the assignment with 70% or above. Unfortunately, due to faculty turnover and changes in the department, additional testing in HMT 3050 AND HMT 4500 did not take place as originally planned to complete the data collection and analysis for SLO 4. Based on the results of the AC 2022-2023 assessment, these changes will be implemented in AC 2023-2024 instead.

Decision:

1. In AC 2022-2023 the target was **met**.

2. Based on the analysis of the AC 2022-2023 results, the faculty will collect and assess additional data in AC 2023-2024 to inform and drive the cycle of improvement.

3. Faculty will start testing in the capstone course, HMT 3050, and the exit course, HMT 4500, thereby continuing to push the cycle of improvement forward.

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 Spring 2021 semester.

Finding: The target was **not** met.

Analysis: In AC 2021-2022, the target was **not** met because not enough data had been collected to complete an analysis of the data. Based on the analysis of the 2021-2022 results, in 2022-2023, faculty intended to begin testing in HMT 3050 instead of HMT 3000 / HMT 3020 / CULA 3100 because it is a capstone course. Testing was also to be completed in HMT 4500 instead of HMT 4030 because it is an exit course. The course map was updated to reflect this change.

In AC 2022-2023, HMT 1000.01N had 12 out of 12 students complete the assignment with 70% or above. Unfortunately, due to faculty turnover and changes in the department, additional testing in HMT 3050 and HMT 4500 did not take place. Based on the results of the AC 2021-2022 assessment, these changes will be implemented in AC 2023-2024 instead.

Decision:

1. In 2022-2023 the target was **not** met.

2. Based on the analysis of the AC 2022-2023 results, the faculty will collect and assess additional data in AC 2023-2024.

3. Faculty will start testing in the capstone course, HMT 3050, and the exit course, HMT 4500, thereby continuing to push the cycle of improvement forward.

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 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 CULA 3250 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: Acceptable target was **met.**

Analysis: In AC 2021-2022, the target was **not** met. Based on the analysis of the 2021-2022 results the faculty collected and assessed additional data in 2022-2023 with a new reflection form to inform and drive the cycle of improvement.

In AC 2022-2023, the target was **met**. Although 12 out of 12 students in CULA 3250 identified strengths and weaknesses for the Columns Café event, most only identified 3 or 4 strengths and weaknesses. Based on the analysis of the 2022-2023 results, the evaluation form will be provided to students immediately following each evaluated event to improve the accuracy of the data collected.

Decision:

1. In 2022-2023 the target was **met**.

2. Based on the analysis of the 2022-2023 results the faculty will collect and assess additional data in 2023-2024 and provide the evaluation form immediately after each evaluated event to ensure accurate data is collected.

3. These changes will improve the student's ability to adequately assess and reflect on the strengths, weaknesses, opportunities, and threats of events held within the HMT program, thereby continuing to push the cycle of improvement forward.

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: Target was **not** met

Analysis: In AC 2021-2022 the target was **not** met because not enough data had been collected to complete a full analysis of the data. Based on the analysis of the 2021-2022 results, faculty intended to collect additional data and complete a full analysis of the data by incorporating rubrics to grade student discussions held in class following the formal written reflection assignments.

In AC 2022-2023, the target was **not** met. Unfortunately, due to faculty turnover and changes in the department, the new rubric was not incorporated as planned. Based on the results of the AC 2022-2023 assessment, the data collection and assessment will occur in AC 2023-2024 instead.

Decision:

1. In AC 2022-2023 the target was **not** met because not enough data had been collected to complete a full analysis of the data.

2. Based on the analysis of the AC 2022-2023 results rubrics will be used to collect data during the class discussions in AC 2023-2024 to inform and drive the cycle of improvement.

3. These changes will improve the ability to adequately assess and reflect on the ability of students to speak intelligently about what was done correctly from a student's perspective and what could have been improved for the next event, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results: The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained through the analysis of the AC 2021-2022 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, interviews, 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 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. Additionally, recent HMT graduates were invited to be guest speakers and four shared their career paths to their current roles. 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 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 2021-2022 results, the professor included peer feedback in the resume review process and utilized the NSU Career Center to discuss resume writing in lectures. In AY 2023-2024, the faculty will review the problems that remained for some students in the AY 2022-2023 assessment cycle and identify changes that may help drive continuous improvement in the program.

The HMT 1050 oral interviews are 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 2020-2021 assessment results, faculty called on 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 lectures and written instructions were posted on Moodle. Based on the results of the AY 2022-2023 assessment cycle, the oral interviews in HMT 1050 will remain as required. The faculty will redevelop the interview rubric (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 AY 2022-2023 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 some of SLO targets not being met during the AC 2022-2023, the following changes will be made as they relate to each SLO in AC 2023-2024:

Measure 1. 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 needs revision to achieve continuous improvement in our program.

Measure 1.2. The faculty have identified additional resume resources from the NSU Career Services Center, implemented the use of Big Interview software, incorporated peer reviews of resumes, and have utilized NSU Career Services Center staff for face-to-face lectures in the 2022-2023 assessment cycle. Continued use of these resources will remain. The faculty will increase the rigor of the resume assignment by incorporating multiple peer-reviewed feedback based on the NSU Career Center's resume rubric; provide resume examples and provide guided resume writing matched to relevant hospitality industry careers.

Measure 2.1. The faculty will add a panel interview to the course and continue peer interviewing in HMT 1050 and introduce panel interviews, with the goals of improving oral skills, interviewing skills, and critical thinking skills in the program overall.

Measure 2.2. The faculty will increase rigor by evaluating students on additional criteria including peer evaluations of HMT 4030 team presentations of class meetings. A department-wide oral presentation rubric to assess critical skills needed for presentations. Additional oral presentations will be embedded in other HMT courses so that students become more proficient and confident in these skills.

Measure 3.1. Based on the AY 2022-2023 assessment results, students will be given additional critical-thinking opportunities and experiences throughout the hospitality management and tourism curriculum. The rigor of the exam question will be increased to include additional menu items in the menu rewrites to drive the cycle of improvement.

Measure 3.2. Faculty will increase the rigor of the assignment to include extensive research documentation throughout the semester via group work. Group work will ensure teamwork while the students are learning and applying course concepts as presented throughout the semester.

Measure 4. While data was collected in HMT 1000 this assessment cycle, unfortunately, due to faculty turnover and changes in the department, testing in HMT 3050 and HMT 4500 did not take place as originally planned. These changes will be implemented in AC 2023-2024 instead. The faculty will administer the entire Hospitality Management & Tourism Knowledge Exam in AC 2023-2024 in HMT 3050 and HMT 4500.

Measure 5. Based on the AY 2022-2023 assessment results, faculty will provide the enhanced reflection/evaluation form immediately after each major event to ensure accurate data is collected to help them identify specific strengths and weaknesses they witnessed during the event. Written reflection is beneficial for writing skills. Faculty will also implement a rubric to capture data from the oral classroom discussion reflection so data and students' reflections can be analyzed.